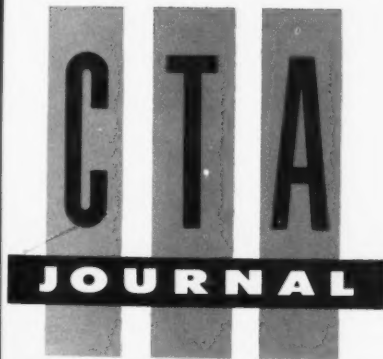


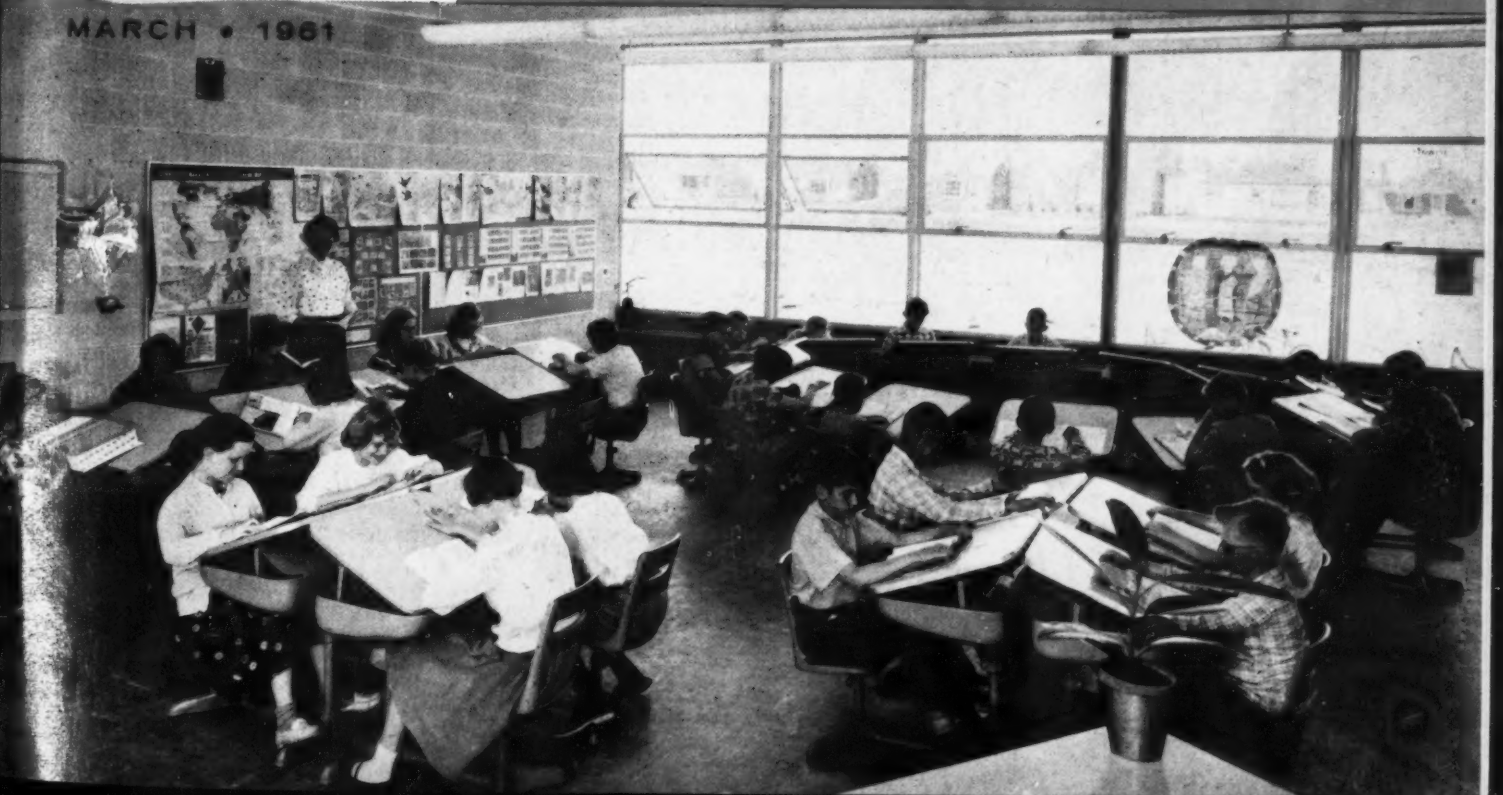


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The "ancient" classroom shown in the upper half of our cover this month may be greeted with nostalgia—or a shudder. In contrast is the modern classroom shown below, with its adjustable desks in group arrangements, its glare-free boards, its clean and airy informality . . . As indicated by the table of contents, this issue is largely concerned with teachers' working conditions. The classroom setting is a graphic introduction to the theme—but improving conditions of work includes many philosophies which are and always have been the basic foundation of the Association's program.

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Executive Secretary: Arthur F. Corey

Editor: J. Wilson McKenney

Art Director: Norman E. Lubeck

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CTA Takes Position on Statewide Testing

WHAT DO YOU APPROVE when you approve statewide testing?

There are many semantic blocks in any discussion of pupil testing, as evidenced by the much-debated Citizens Advisory Commission recommendation that California adopt a statewide testing program.

This recommendation was popular among those who believe that school standards are low, and that standardized testing would permit comparisons which would force the under-performing schools, teachers and pupils into conformance with pre-conceived minimums of achievement.

The idea held some appeal to others who would revolt at single achievement standards, but would like some centralized reporting which would present a general—though not precise—picture of how California schools are doing.

Proposals to implement this recommendation have varied from plans which would initiate a system like that faced in New York with its Regents' Examinations of 40 years ago, to mere centralized reporting of whatever testing already is being performed in school districts.

All the arguments against the rigid plan are familiar to educators but unfamiliar to most laymen: centralized freezing of curriculum; pressure toward "teaching to tests"; inadequate consideration of vast differences in pupil ability; ethnic and economic backgrounds among children in various attendance areas; stifling of teachers' freedom to adjust instruction to the needs of their own pupils, and many others.

Assemblyman Gordon H. Winton Jr., Merced, has introduced legislation (AB 340) which represents his approach to fulfillment of the Commission recommendation. It was to the Joint Interim Committee on the Public School System, of which Assemblyman Winton is chairman, to which the Commission reported. His bill represents a compromise among the differing concepts associated with the term "statewide testing."

Essentially, the Winton bill does these things:

- (1) Requires a testing program in school districts, following State Board rules and regulations regarding frequency and administration.
- (2) Directs the State Board of Education to certify an approved list of achievement and intelligence tests, one or more of which shall be used in all testing programs.
- (3) Directs district governing boards, upon request of the State Superintendent of Public Instruction, to supply annual

reports of test results, but prohibits the State Department of Education from releasing any information which identifies schools or school districts without written consent of the governing boards of districts.

(4) Directs each local governing board to make public the results of its testing program if requested by any elector.

It was this bill which the CTA Commission on Educational Policy and the state Legislative committee reviewed during the first half of February. It won conditional approval of these agencies of the Association, but final approval of the Legislative committee meeting of February 11-12 was made contingent on added safeguards:

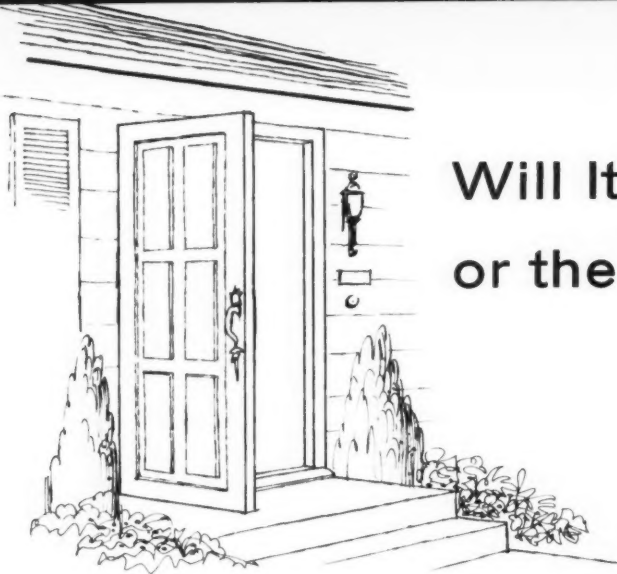
1. That rules and regulations governing frequency and methods of administering tests be adopted by the State Board of Education upon recommendation of the State Superintendent of Public Instruction.
2. That only total districtwide results be published locally, and these only at the discretion of the district governing board;
3. That districts be privileged to include tests other than achievement and intelligence tests in their testing programs—and tests other than those on required lists.

Both the policy commission and legislative committee expressed satisfaction that recognized standardized tests would be used in the state program, rather than putting the state into the test-preparing business. Comparisons of district to district, school to school, or teacher to teacher would not be envisioned under this plan, though local districts would be able to compare their own results to statewide norms.

One positive value appealed to CTA leaders who studied the proposal: a great reservoir of statistical data regarding the achievements of California children would be assembled in the State Department of Education, making it possible for educators to conduct significant research never before feasible.

Of all the Citizens Advisory Commission's 104 recommendations, the statewide testing concept had been most frequently mentioned by teachers as a possible source of danger and controversy. In this amended proposal, we believe that legal recognition would be given to testing practices already in effect in most districts.

A.F.C.



Will It Be the Front Door- or the Back Door?

THE TERM "conditions of work" in connection with school employees seems to have a greater currency than ever before. As a phrase it means many things to teachers and school administrators, but it quickly gives rise to phrases which offer important clues to the problem spots that call for penetrating study.

Recall that once a song writer told us "there are smiles that make us happy; there are smiles that make us blue." So it is with working conditions. As soon as the term is announced, there come to mind such added mental notes as "job satisfaction," "staff morale," and "grievance procedure." We may declare that along with these notes are to be found such additional ones as "professional status," "professional opportunity," and "professional standards," for these too are items in the conditions-of-work lexicon.

One of the "discoveries" which quickly came to the surface in the NEA examination of policy on conditions of work, under the Department of Classroom Teachers, was the variety and complexity of ideas and issues which could be encompassed within the term. It is possible to search narrowly into such corridors as teacher load, salary levels, retirement, job security—and these passageways must be traversed. But no one of them or even a limited selection of them comprises the full coverage of what may be called working conditions. Working conditions can be thought of as the sum total of all factors which cause the teacher to be more or less effective in his task of instruction—physical facilities, daily schedules, teaching aids, administrative and personnel policies, class size and composition, community interest and support, professional competence and recognition, and economic welfare, to mention the more obvious categories.

Commonly, in many studies of teacher personnel, we take the "back door approach" by discovering what factors are at work in the absence of morale and effectiveness. This calls for the identification of points of dissatisfaction, so that positive policies can be developed to remove the discontent. The approach is sound so long as it does not blind us to the identification of and emphasis on the many positive factors which are also certain to be at hand. The "front door" approach will have us trying to define ahead of time what good conditions of work are and what must be done to assure them. In practice we should be using both doors, for both will supply essential information to make good working conditions in fact good.

In seeking to introduce and maintain essential and desirable conditions of work in schools everywhere, it will need to be recognized that complete uniformity will perhaps never be achieved. Standardization is not the goal. Variations among school districts within California are so great that it will be some period of years before important differences in working conditions are made to disappear. For one thing, there must be a large scale reorganization of school districts, so that the remaining ones are more nearly similar than they are presently dissimilar.

But even before this, through statewide systems of retirement, tenure, minimum salaries, certification, and employment standards, great strides will have been taken in the realization of desirable working conditions. California has long been in the forefront of these developments, and CTA has been a strong hand and voice at every stage. Much needs to be done with respect to teaching load and the creation of effective machinery for enabling all members of the profession to contribute wisely and appropriately to educational policy areas. Teachers, school administrators, and school boards will need to employ constantly two essential measures at least: quantity and equity. Not only is it necessary to agree on the desired amount of the factor under discussion, but it is no less important to obtain a genuine feeling of fairness in the distribution of the ingredient. The necessary load is always more cheerfully borne if it be balanced not too differently on every shoulder.

—KENNETH R. BROWN

(Dr. Brown is CTA Professional Services Executive. He was on leave in 1959 to serve as project director for the NEA Department of Classroom Teachers, producing "Conditions of Work for Quality Teaching," NEA, Washington, D.C., 157 pp., \$1.25.)



Can Merit Rating Be Made Respectable?

Yes, but—says CTA Research executive, who points to purposes and pitfalls of widely-discussed plans tied to teacher salary schedules.

TEACHERS, like everyone else, should be paid what they are worth. This is the American way, and a basic tenet of the free-enterprise system. Better teachers are worth more and therefore should be paid more. Rate teachers to find out which ones are better than the average and pay them more than the average. This is the argument for merit rating for salary purposes. Does it sound good?

Whether or not it sounds good to you, it does to many lay citizens and to some teachers. Why, they ask, should the earning power of outstanding teachers be geared to that of the average member of the profession? Why should superior teachers, to advance financially, be forced to leave the classroom and enter administration?

Sure, they say, let's see to it that the minimum qualification for teaching is high. But let's not kid ourselves that it can ever be so high that there will not be unusual teachers who stand far above the crowd, even though the "crowd" is composed of highly competent professionals. And let's see to it that these stars of the teaching profession have as good an opportunity for financial reward as do star performers in other lines of work, such as law, medicine, and business.

This line of argument is highly respectable and has succeeded in convincing a number of highly respectable people that merit rating is both desirable and inevitable for the teaching profession. Why is it then that the term is repugnant to so many teachers? Why does the Department of Classroom Teachers of the NEA view it with so jaundiced an eye? Why are most local associations reluctant to consider experiments with it, where they are not

adamantly opposed to it? In short, why is it so lacking in respectability with the very profession which would, theoretically, profit most from it?

The chief reason for this state of affairs is probably that friends of merit rating are suspect. True, many of them are sincere, thoughtful, and informed. But, unfortunately, a lot of them are insincere, shallow, and ignorant. Their unthinking demands for immediate implementation of merit rating schemes, their blithe avoidance of consideration of the knotty problems of implementation, their sometimes fraudulent proposals to substitute it for needed salary increases, their sly attempts to use it as a device to keep teachers in line and circumvent the intent of tenure laws, have all tended to bring discredit on the entire merit rating movement.

For instance, although merit rating is justified as a way for paying good teachers more, many existing plans call for paying "unsatisfactory" teachers less. In effect, this type of merit rating says to the parent, "The teacher of your child isn't very competent, but don't worry; we're not paying him very much!"

Most advocates of merit rating admit that a good system is costly. Studies have proven that only trained raters who have carefully observed a teacher at work can give reliable ratings. The administrative costs of such rating are considerable. And, then, the idea is to pay better teachers more. So, if the ratings are to be implemented by merit pay, the cost goes up again. Yet we find merit rating schemes frequently being pushed in school districts so impoverished they are seriously concerned about their ability to maintain their present salary schedules.

Proponents of merit rating almost unanimously say that it should be a way of paying good teachers more than they would get on the basic salary schedule; and that the basic schedule should be a "good, sound one." Since no salary schedule has yet attained the level of the salary goals adopted by the NEA and CTA, the good sense (or sincerity) of those advocating immediate adoption of merit rating for salary purposes seems to be somewhat questionable. Or do these people reject our stated salary goals as "unrealistic"? Certainly some lay people advocating merit pay plans do this.

Finally, proponents of merit rating agree that the cooperation of the teaching staff is necessary to the success of a merit plan. Yet more than one California school board has, in effect, unilaterally said to its teachers, "We're going to have merit rating! Cooperate in setting up a plan—or else!" Usually the "or else" is an implied or direct threat that no more salary adjustments will be made until this is done. Sometimes it takes the form of a directive to the superintendent to bring in an administrative proposal with or without the help of the staff.

These examples have been cited, not because they are typical of California school districts, but because they are typical of cases which have caused merit rating to become professionally disreputable. If it is to become respectable, many of its proponents need to take a good, stiff dose of clear, honest thinking.

But, can it become respectable in any case? Granting the theoretical desirability of paying teachers what they are worth, as outlined above, are there not fundamental reasons why the principle cannot be implemented? Can the basic problem of merit rating be solved?

This problem can be stated as follows: Can a method of teacher evaluation be developed and administered which will give results positively correlated with professional competence to

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SMALL DISTRICTS OFFER

A BETTER WAY OF LIFE

By Cleo G. Adelsbach

"YES, we have some good candidates in that field but they want to work in the Bay Region, the Los Angeles Metropolitan Area, or near Fresno," is the reply we frequently receive from the placement offices when those of us in small districts attempt to recruit teachers to staff our schools. Our thought, "If only we could talk to the candidates, we could convince them that there are fine opportunities and desirable jobs outside the favored areas."

What are some of the factors which make teaching in smaller districts as interesting, challenging and rewarding as those in larger districts?

Even though it takes more than classrooms to make good schools, good facilities contribute to better working and learning conditions.

The days of the "little red schoolhouse" are nearly gone. Now it is common to find modern, well lighted, functional buildings even in remote rural areas.

Such buildings erected according to state standards for size provide adequate room for class activities in addition to ample storage space for classroom supplies, students' and teachers' coats and wraps, bookshelves for the class library, chalk and bulletin boards and work space consisting of sink, drainboard and drinking fountain. Scientifically designed lighting and acoustically treated walls and ceilings are also integral parts.

Modern, well equipped science, shop, business, and home economics departments offer teachers in the academic and vocational fields challenging places to work in the secondary field.

Classes in small districts generally are small, with a low teacher-pupil ratio and an unusually stable pupil population. Many pupils progress through all twelve grades within the district as did their brothers and sisters and in many cases as did their fathers and mothers.

Small classes provide an excellent opportunity for teachers to work with the individual child and the stability of the

population makes it possible for the teacher to come to know him better, not only through her individual contact with him, but also through her contacts with his parents and other members of his family. In addition, information is available from his former teachers concerning his background, abilities and needs. What better opportunity for continuous counseling and guidance?

Even closer and more pertinent contact with parents is afforded in the elementary schools in our district through the parent-teacher conference method of reporting, a system which has been in use for more than ten years. Two such conferences are scheduled each year, with others set up as required. Written progress reports are sent to parents two times a year in addition. Each of these conferences and reports is preceded by a teacher-pupil conference. Even though distances are great, parent participation in the conferences runs higher than 95 per cent, a good indication of the interest parents have in the schools and their children's accomplishments.

A traditional report card is used on the high school level, but because of the contacts made through the conferences, parents feel more free to come in and discuss their children's progress and problems with teachers and principal.

Our district is small in population but large in distances; however, its organization is such that it offers unusual opportunities for district and county personnel to offer assistance to teachers in problems of instruction or materials. Since the district is coterminous with the county, the nine elementary and one high school are under a common administration with one board of trustees, which also serves as the county board of education, and one superintendent, who also serves as the county superintendent. Thus the resources of the district can be closely coordinated with the services of the county superintendent's office.

The general supervisor's close contact with teachers, and his relationship to the county superintendent and the district, make it possible for teachers to make their needs known and secure necessary materials, devices, or books from the district or through the county schools office far more easily and quickly than if there were two separate entities.

The district has many community resources which can be used to supplement instructional activities. Its ghost towns,

Mr. Adelsbach is county and district superintendent for Mariposa county unified school district. Before unification in 1949 there were 26 elementary districts and one high school district; now there are nine elementary and one high school, all under one board and administration. The 1959-60 a.d.a. was 662 elementary and 224 high school.

LARGE DISTRICTS OFFER

PROFESSIONAL GROWTH

By C. C. Carpenter

OUR METROPOLITAN areas, including the bedroom communities surrounding them, generally offer good working conditions for teachers. From the design of the individual classroom to professional fringe benefits and opportunities for recreation, the teacher residing in a population center often enjoys excellent working conditions. In these areas where more adequate size school districts are likely to be found, the potentialities to provide such conditions are greater. Many of the conditions enumerated here may also be found in smaller school districts, and not all suburban school districts will have all of the working conditions mentioned here.

Adequate Buildings and Equipment

There are several reasons for these advantages. The most evident is the attractive modern building where the teacher works. During the post war years our metropolitan school populations have exploded with such force as to make necessary the building of hundreds of new schools. Old buildings have been replaced or remodeled. The result, in nearly every instance, is a well planned school embodying the latest in functional design and equipment.

No one would imply that well designed schools are the exclusive property of urban area school districts; only that these districts have generally done a good job in following the recommendations of outstanding school architects and educators. In any metropolitan or suburban school, a teacher entering a relatively new classroom will find it bright, airy and cheerful. It is flexible and provides ample teaching space. The furniture is both attractive and functional. The physical layout includes a sink, drinking fountain, large closets and ample cupboard space, all of which is carefully planned to be useful, convenient and safe.

Efficient Organization and Administration

Schools in urban and suburban areas are likely to be administered by a principal who has been carefully screened

for the position. He is typically democratic, efficient, and well qualified.

These schools operate under written policies which have been formulated through democratic processes. Teachers participate in their formulation, or at least have an opportunity to react to a policy before its adoption.

The law requires certain fringe benefits to be provided for all teachers in the state, yet in urban or suburban areas additional benefits are likely to be granted such as additional sick leave, sabbatical leaves, family illness leaves, etc.

Special classes for exceptional children are provided, resulting in a teaching situation where extreme physical and mental deviations are reduced.

The teacher will probably be assigned to the grade or subject matter field in which he is best prepared to teach since there are more teachers in a large district who are qualified in the several fields.

Professional Aids for Teachers

Urban area schools are especially well equipped to offer many on-the-job services to teachers. Because the district is generally large enough and wealthy enough, it may support a program impossible to duplicate in a smaller district with fewer resources. This has resulted in the establishment of services for teachers which often read like recommendations from a textbook on educational theory or administration. A look at the organizational patterns of most metropolitan area school districts shows that many special personnel are employed to help the classroom teacher do a more effective job. We find utilization of:

1. "Helping Teachers" who will visit a classroom at the request of a teacher.
2. Guidance and psychological help for special case referrals.
3. Special teachers for special classes such as physical education, art, music, and for exceptional children.
4. A rich file of resource people from within the community who will speak and give demonstrations on numerous subjects.

Wide usage is also made of special equipment and materials. Teachers, more often than not, find a well equipped district curriculum center for their use. In this center is a rich storehouse of ideas and supplies. Here are found district-owned supplementary texts and library books, film

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Dr. Carpenter is assistant superintendent of Los Angeles county schools. He was assisted in the preparation of this article by his son, Charles C. Carpenter, who is assistant principal of Sunflower school, Charter Oak unified school district. Los Angeles county, with nearly 1,500,000 students, has the largest enrollment of any county in the United States.

Stockton Teachers Express Opinions on Major Problems

**Local association conducts extensive research
on staff satisfaction with classroom conditions**

STOCKTON Teachers Association's Professional Rights and Responsibilities committee recently completed a two-year study of teaching problems in the Stockton area. Responses to four of the six questionnaires returned by members have been summarized by Executive Secretary Kenneth S. Carnine and published in the *STA News Bulletin*. Committee Chairman George Staley and Carnine have made the full report available to the *Journal* in order to illustrate an effective research task conceived and completed in a city-wide district.

Questions sought testimony of elementary and secondary teachers in areas of class size, classroom interruptions, extra duties, out-of-class assignments, professional status, scheduling, pupil grouping, and central office services. Extracts from the report are given below:

CLASS SIZE

To achieve excellence or even moderate excellence the most urgent change for the immediate future is *more time for teachers to help individual children*. Quality in education requires classes of optimum size. Overcrowding and overloading increases nervous tensions of teachers and students and aggravates discipline problems. These in turn lower standards of achievement, limit the adaptation of instruction to individual differences and hamper maintaining and recruitment of an adequate supply of teachers for the future.

Among secondary teachers 64% of the junior high school and 56% of the senior high school teachers, who *replied to the survey*, think of their classes as being too large. Likewise 57% of the junior high school and 56% of the senior high school teachers answered "yes" to the question "Are any of your pupils suffering educationally because of class size?" (Before 1960-61 increase in class load.)

Forty-three per cent of the elementary teachers who answered (351) indicated that their classes were too large, and the same number felt that pupils were suffering educationally because of large classes. Sixty-five per cent favored homogeneous grouping with smaller low ability classes and larger high ability classes. Eighty-eight per cent indicated a dislike for split classes, and favored transporting children by buses to avoid this condition.

Elementary teachers strongly favored homo-

geneous grouping, but with a variety of qualifying factors such as: ability grouping is complex; oversized classes negate any kind of grouping gains; time is necessary for preparation and enrichment regardless of abilities; don't penalize giftedness for larger classes; consider pupil's needs first.

The following statements were most frequently made in answering the question, "What is the one thing that would aid you most to teach effectively if class size were not reduced?"—Relief from: playground, cafeteria, collections, clerical and lunch duties. Most teachers favored homogeneous grouping, time for preparation, and individual attention to students, special teachers for P.E., music, art, etc.

CLASSROOM INTERRUPTIONS

There were 348 responses from elementary teachers. Sixty-one elementary teachers said that they had up to five classroom interruptions on the average per week; 116 placed the number between five and ten. Seventy said that interruptions averaged between 11-25, and 21 indicated that there were more than 25 interruptions in a week. Forty per cent of the teachers said that interruptions impede their instructional program.

The following activities were checked as being avoidable or unnecessary interruptions. Red Cross 25%; milk collection 22%; bank money 16%; cafeteria collection 21%; March of Dimes 25%. Some teachers felt that students withdrawn from class for the following reasons were unnecessary: monitor 10%; student council 8%; cafeteria worker 16%; assembly programs 4%; traffic patrol 14%; and clubs 7%.

Teachers were asked to make suggestions for improvements. The following statements are a few of the most frequently stated suggestions:

"Provide space or place outside classroom door. Do not send during reading period. Send at special time each day. No check sheets.

"Use parent and clerical help. Consolidate all collections and handle outside the classroom.

"These duties cause much interruption. Both should be adult duties. Questionable whether either compensate for instruction lost.

"As an administrative problem, control should emanate from the office.

"Should not conflict with regular program."

The majority of elementary teachers who responded said that the district should employ classified personnel for cafeteria and yard duties. A number of teachers felt that traffic duties should be the responsibility of the police or parents. Collections should be made by the office before or after school. However, a number said that extra duties were part of a teacher's job and that these activities were

learning situations for pupils and worthwhile as class work. This group did feel the need for a thorough study.

Of the junior high school teachers who answered the survey, 35% said that they had up to five interruptions per week. Twenty per cent said they were interrupted from six to ten times in a week. Twenty per cent indicated that they had from 11 to 15 interruptions. Forty-five per cent felt that these interruptions impede the instructional program.

One golden rule was mentioned a number of times. "The teacher shall not be disturbed while class is in session."

Senior high teachers said that they were interrupted up to 10 times each week. Twenty-seven per cent had from 11-20 interruptions and 14% had more than 20 interruptions a week. Fifty-five per cent felt that the interruptions impede the instructional program. The withdrawal of students from class seemed to be disturbing in the following: To counselor 35%; assembly program 23%; clubs 31%; student council 17%; band 14%; and collections 58%.

A few of the many suggestions are: Interruptions limited to first five minutes. Special announcements to be planned ahead of time so as to be included in regular bulletin. Continuous streams of red slips, nurse's slips, dean's slips, and drop or withdrawals. Contact teachers during conference period—don't interrupt the class.

Sixty-eight per cent of high school teachers reporting said that the *extra curricular duties* were not assigned equitably. Eighty-two per cent indicated that not more than five hours per week were devoted to extra-curricular assignments. Fourteen per cent said that six to 10 hours a week were consumed by extra-curricular duties. Six per cent spent more than ten hours per week on extra-curricular work.

Suggestions included: re-evaluate all extra duties; give extra free time or extra pay to those coaching in sports, speech, dramatics, music, or any person spending over five hours a week on special duties; publish a duty roster and make assignments equitable.

PUPIL GROUPING

Teachers in SUSD approve, in general, the district's policy of "power grouping." However, the great majority of elementary teachers dislike split classes. They would not increase class size to 40 or set up double sessions in order to eliminate split classes, but they would recommend transporting children from their own attendance areas to schools where properly grouped classes could be set up. If transportation is feasible for one purpose it is feasible for another. Teachers felt also that flexible boundaries might be a partial solution to split classes.

The following figures were tabulated on the elementary level: Of the 360 teachers answering the questionnaire, 56% had taught split or combination classes. Two hundred twenty disliked teaching split classes, while 31 indicated that they did not object. One hundred teachers said that pupils suffer from inadequate grouping practices in the category of "ability range."

SCHEDULING

Eighty-four per cent of the teachers who answered the questionnaire indicated that they spend ten hours or more beyond the 30 hours

per week generally required in actual classroom duties.

Eighty-two per cent consider a teacher's work day to be eight hours or more.

Forty-one per cent spend 10-14 hours per week in school work outside of actual classroom instruction, while 33% use 15 to 19 hours and 16% do 20 or more hours of work outside the actual classroom, i.e., 90% spend more than ten hours per week in school work outside the classroom.

To what possible frustrating and therefore irritating arrangements does this scheduling survey point?

Sixty-seven per cent of the sample maintains that teachers should not be required to do yard duty. In various statements they indicate why they feel that yard duty is a barrier to their professional efforts and that yard duty is not a part of the duties of the profession of teaching.

While this survey sought teacher reactions to their daily class schedule, it did not specifically ask how many teachers do not have a period in the day when they can be free from immediate student responsibilities.

Throughout this survey, reactions point up the fact that on certain levels and in certain subject areas there are teachers who are called upon to face learners from the moment of arrival at school until departure time. These reactions appear especially on the elementary level and in efforts of art and industrial arts teachers in secondary schools to attain a five period daily class schedule, i.e., a class duty free period.

An atmosphere of frustration appears on a level where a six-period 45-minute daily class schedule is in use. In this program teachers are expected to achieve the same ends in less time and with fewer mature learners as senior high school teachers teaching the same subject areas.

Wherever a teacher is faced with learners from the moment of arrival at school until departure time, every effort should be made to alleviate that situation by scheduling a period in the day when the teacher can be free from immediate student responsibility.

In these times of increasing enrollments, instructor shortages and demands for professional salaries commensurate with training,

experience and importance of function, the temptation to assign students all day to teachers who now have a class duty free period should be resisted.

PROFESSIONAL STATUS

It is vital in the relationships between the classroom teacher and his principal and supervisors that he feels that he has a voice in determining policy governing educational decisions of the school. The survey indicated that 82% of elementary teachers, 72% of junior high, 65% of senior high and 64% of college teachers feel that they have a voice in determining school policy at the school level. At the district level, 37% elementary, 26% junior high, 29% senior high and 29% of the college teachers feel that they have a voice in policies at the district level.

Do you believe that the teacher-administrator relationship is on a professional basis? A high percentage from 91% junior high to 96% college teachers indicate a professional relationship on the school level. There was a drop on the district level to a low of 67% senior high to 81% elementary.

Does the administration give you aid in solving your problems in the areas of curriculum—discipline—personal?

In curriculum, 76% of senior high teachers, 77% college, 83% junior high and 92% of elementary teachers feel that the administration furnishes aid in solving curriculum problems.

Discipline: Seventy-four per cent of the senior high, 84% elementary, 88% college and 91% junior high teachers were satisfied with the help received from the administration.

Personal: Administrator help in personal problems drops sharply. Fifty-five per cent of college, 59% senior high, 65% of junior high and 75% of elementary teachers feel that they receive help on personal problems.

CENTRAL OFFICE SERVICES

Two hundred sixty-eight elementary teachers answered this section of the survey.

What central office services have helped you most in your particular teaching area? One hundred seventy-nine listed audio-visual most helpful, art 24; other services were listed 0 to 14 times.

Although offered, which central office service would have been more helpful if it had been more adequately presented? Of 111 elementary reactions 56 said that services of consultants, coordinators and supervisors could be more helpful if more adequately presented. Most other services were listed, but only infrequently.

What services, not presently offered, would be helpful in your teaching position? Frequent suggestion for demonstration teaching in art, music, etc. Better communication—improved, successful methods, materials, diagrams, drawings, pictures, successfully used should be shared through bulletins or conferences. A number suggested central office remain open Saturday mornings to explore, browse and work with coordinators and supervisors. A number of teachers indicated that there was a lack of awareness of central office services—often stating, "They seem so remote."

Some teachers hold that administrators, consultants, supervisors and coordinators are out of touch with the problems and environment ("total situation") of the teacher and should therefore return to the classroom every four or five years.

Of the 255 secondary teachers who answered this section of the survey 67 listed audio-visual as the central service most helpful.

The suggestion most often mentioned was the need for central library cataloging to cut down on each librarian's work. One or two clerks could do the job of the eight now in the schools. This would prevent duplication and waste, and would give each librarian time to work with teachers and students.

FINANCE PROBLEMS

As each installment of the survey report appeared in the Stockton Association's bulletin, the comments of Superintendent of Schools Nolan D. Pulliam appeared beside the news columns. Inevitably, he expressed concurrence with opinions of teachers but pointed out that most changes cost money, "hence, every teacher should become informed regarding the financial status and future needs of the school district." For additional comment on this matter, see box below.

How to Conduct A Survey

Even before CTA made available to school districts in 1957 a proven procedure for conducting a Staff Satisfaction Survey, research administrators throughout the state had accepted the premise that studies of teachers' working conditions could be accurately gauged only with skillfully designed questionnaire forms.

When the Stockton Teachers Association sought a valid set of answers to some pressing professional problems, the chairman of the Professional Rights and Responsibilities committee contacted Herbert Foreman, Bay Section field representative. Foreman, recognizing the need of experienced advice, recommended Dr. Garford G. Gordon, CTA Research executive. Gordon met twice with the committee headed by George Staley, helping members to design appropriate questionnaires.

The simple procedure of obtaining assistance from Section and State professional staff men, illustrated in the Stockton survey, often saves local associations from fruitless excursions up blind alleys, bearing returns made invalid by careless "slanting" or prejudice.

An additional note regarding the opinions expressed on these pages is that the district administration had opportunities to examine results and offer comment. Usually inevitable in any discussion of teachers' working conditions is the observation: "Here is the sickness, but who will buy the medicine to cure it?" In the Stockton situation Superintendent Pulliam reminded survey participants that many of the problems described could be solved with money. It is a logical assumption that studies of this kind can be employed most profitably by salary committees—or any group concerned with the district's financial capacity and resources. J.W.M.

Citizens Group Report Studied

Many Recommendations Shown to Be in Line With CTA Policy

By Robert E. McKay
CTA Governmental Relations Executive

WHEN, in the wake of the first sputnik it became popular to point fingers and find scapegoats, American education became the prime target of those who sought to explain why the Russians had a satellite in the sky and we didn't.

There were those on the national scene who said that educators were at fault, that pedagogues, not the Pentagon, were responsible for the Soviet success.

If only our schools had turned out more and better scientists and engineers, the object in orbit would have borne a "made in America" not a Soviet symbol, they said.

In the disturbed days that followed that first firing there grew a clamor across the country that said something had to be done. Pundits prognosticated and critics cried that "educationists" were really at fault for the situation in space.

In California a capitol city newspaper proposed a plan of action. In a front-page editorial it called for a legislative study of the schools. It was during a legislative session. Legislators of all political parties flocked to the colors. In the Assembly, for example, every one of the 80 members, right down to the last man and woman, wrote his name on a resolution calling for creation of a committee to do the job.

Unanimously both houses approved the plan for a 14-member committee of senators and assemblymen to direct the project. That was in the Spring of 1958.

About four months later the joint committee met for the first time to get its urgent business under way. Some time later it selected from a list of 300 citizens a commission of 27 members and directed it to probe into every nook and cranny of educational activity and to come up with some answers.

In January of this year, nearly three years after the Red rocket rose into space, a report was issued by the joint legislative committee headed by Assemblyman Gordon H. Winton, Jr., of Merced. It contained the findings of the citizens advisory commission.

The recommendations, based on more than 5,000 pages of testimony given by some 250 witnesses at more than 50 public hearings and reflecting the deliberations of the commission at meetings and sub-committee sessions all over the state, were comprehensive to say the least.

They ranged the gamut of educational activities from credentials and curriculum to textbooks and testing. A majority report signed by 23 of the 27 members spelled out 104 specific recommendations for legislative action, State Board of education attention, or further study.

A minority report bearing the names of three commissioners took sharp issue with the majority and flailed away at a variety of things educational, all the way from personality tests and psychology to social studies and sex education. All told the minority spelled out 42 things that ought to be done.

One member of the commission refused to sign either the majority or minority report.

Curiously, in all the 146 recommendations, none were made on how to produce more and better scientists and engineers. And none suggested what should be done about the traffic jam in outer space where the atmosphere now is cluttered mostly with satellites bearing an American imprint.

The commission report has brought action in Sacramento. Bills have been introduced to carry out some of the recommendations. There have not been many.

Proposals which appear intended to do what the citizens group wants have been introduced in the fields of credentials, textbooks, physical education, statewide testing of pupils, observation of holidays and the make-up of the Curriculum Commission. Others undoubtedly will follow, but most of the 62 commission proposals for legislation have not yet been followed up at the capitol.

Educators generally regard major recommendations as sound, especially those concerning widely-held broad principles. Many of these restatements are good points with which the teaching profession will agree.

The California Teachers Association attitude coincides with many of the Commission's statement of principles and recommendations. In fact the Commission, in numerous major recommendations, has simply formalized long-held and well-established policies of the Association. Naturally, CTA strongly supports those proposals. They include:

- State financial reimbursement to districts for days maintained above 175 minimum days per year.
 - Appointment of the State Superintendent of Public Instruction by the State Board of Education.
 - District discretion on four presently mandatory holidays.
 - Revision of the credential structure, with higher preparation standards.
 - Maintenance of the system under which the State
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Should Schools Remain Idle Three Months of the Year?

A citizens committee at Redwood City studied high school plant utilization for three years--and came up with an answer.

By Helen S. Kerwin

SINCE World War II, the pressure of a rapidly expanding student population has created problems of providing sufficient student housing. This in turn has led to problems of financing the large capital outlay expenditures entailed in school construction, and to a demand for assurance on the part of the public that all possible avenues of economy be explored.

Repeatedly the query is voiced, "Why do we allow our schools to remain idle three months of the year?" and interest is expressed in the possibilities of the all-year school. This all-inclusive term has been applied to different forms of school plant utilization--(1) the four-quarter plan instituted as an economy measure, in which pupils are limited in attendance to three of four twelve-week quarters in a school year on the basis of arbitrary administrative assignment; (2) the four-quarter plan designed primarily to permit pupil acceleration, with pupils attending all four quarters; and (3) the nine-month traditional school year, plus an elective summer session for credit.

A fourth form of the all-year school advocated by some is the extension of the present nine-month school year to eleven months for all pupils. The latter plan, and the four-quarter plan designed for pupil acceleration, were not included in the study which this article attempts to summarize as they hold no promise of economy of operation or savings in capital outlay for student housing.

Mrs. Kerwin, a resident of Atherton, is chairman of the committee described above, has been a trustee of the Sequoia union high school district since 1956 and chairman of the board in 1958-59. She is chairman of the committee on school district organization, vice president of the San Mateo county school boards association, is active on committees of CSBA at state and local levels. She earned her BA degree from University of California and a certificate in medical social work at U.C. graduate school. She was chairman of the CSBA committee which wrote the 1961 edition of "Boardsmanship" (a manual of the function and responsibilities of school board members) and assisted with the publication of the brochures "Unification ABC's" and "Unification—How to Do It." She is the mother of two sons, one a senior at Pomona College, and the other a sophomore at Willamette University.

In October, 1957, a two-and-one-half year study of various methods of high school plant utilization was undertaken in the Sequoia union high school district, San Mateo county, by a citizens advisory committee. The purpose of the study was to explore various methods of plant utilization to determine objectively the comparative economy of various types of school operation before proceeding with building more and more school plants.

The Plant Utilization Committee which conducted the study was originally composed of 26 members of the Sequoia Citizens Advisory Committee. Liaison was established with the Sequoia District Teachers' Association committee, which was studying the effect of the four-quarter plan on teachers and pupils. Professional consultants from San Francisco State College and Dr. H. R. Vanderslice (former superintendent of Aliquippa schools during the ten-year period in which they operated under a four-quarter plan) were employed to assess the educational implications of adopting a four-quarter plan.

The committee collected and studied all available reports on other methods of plant utilization; scheduled the student body of one of the district's high schools on the four-quarter plan to determine actual increase in plant capacity; interviewed specialists in various fields for their opinions on the effect of a change of plant utilization; participated in a community survey conducted by Stanford University Communications Research Center to determine community attitudes toward plant utilization and community vacation habits; and attempted an analysis of comparative costs of various plans. It then developed a school calendar for the four plans selected for intensive study, as well as schedules for the four-quarter plan.

As the result of a time study of ten plans of plant utilization, the following plans were selected for intensive study: the present traditional nine-month school year plus summer session, the four-quarter plan, double sessions, and the split-session, extended school year. The latter is a form of double session which adds 37 days to the school year to compensate for the loss of instructional time experienced in the straight double session program.

The committee drew the following conclusions from its studies:

1. All the plans studied have their disadvantages, but all can be made to work, given time for advance planning and community and teacher acceptance.

2. The four-quarter and double session plans indicate some educational disadvantages which might lower present educational standards. Adoption of the four-quarter plan would require a complete revision of the curriculum and two years' advance planning. More frequent reorganization of classes would cut instructional time. Educational programming might be dictated by availability of specialized classrooms. Summer school opportunities for enrichment and raising college entrance grades would be eliminated. Educational offerings, particularly in small enrollment courses, would be curtailed. The shortened school day implicit in the double session plan would cut instructional time and present problems of coordination of faculty efforts.

3. All the alternative plans for plant utilization would increase plant capacity and save on building costs. No reduction in the operational tax rate could be anticipated for either the four-quarter or double session plans, and a 20 per cent increase in operational costs could be anticipated under the split-session, extended school year plan. The double session plan promises the greatest net saving to the taxpayer since it would increase plant capacity 100 per cent without increasing operational costs. The net increase in plant capacity demonstrated for the four-quarter plan was 28 per cent.

4. Administrative problems would be more complex under the four-quarter, double session and split-session, extended school year plans.

Under the four-quarter plan, a major problem would be the decision as to whether teachers would be allowed to teach more than three quarters in a school year. If all teachers taught only three quarters, assignment of teachers would be relatively simple, but such a limitation would destroy two of the claimed advantages of the four-quarter plan: (1) that teachers' annual income could be increased by year-round employment, and (2) fewer teachers would be required, thereby decreasing the national teacher shortage. If some teachers were to teach all four quarters, the school district would have to employ some part-time teachers to cover teacher vacations.

Other administrative problems would be: (1) a disruption of the continuity of administrative leadership, (2) major reorganization of the present staff work loads, (3) a decrease in educational leadership and supervision because of the increased work load resulting from more frequent reorganization of the schools, investigation of requests to grant exceptions in pupil assignment to a particular quarter, and the increased complexity of pupil, teacher and classroom assignment. Problems would also be encountered in coordinating curriculum development and revision and in avoiding duplication of administrative and supervisory effort in the orientation and evaluation of new teachers and the in-service training of all teachers.

Under the double session and split-session, extended school year plans, the following administrative problems would be encountered: (1) Duplication of administrative and supervisory effort because of the necessity for duplicate faculty and curriculum committee meetings; (2) requirement of additional time to make adjustments for preferences for morning or afternoon assignment, and to offset friction and lowered morale resulting from sharing of rooms and facilities

ties by two separate staffs; and (3) potential difficulty in hiring good teachers in competition with other systems.

5. Since the public schools are an integral part of community life, adoption of any of the alternative plans of plant utilization would have an impact on present community patterns.

The adoption of the four-quarter plan would have the greatest impact of all plans on present public recreation programs and facility needs, requiring revision of recreational programming to a year-round basis and possible capital outlay for facilities to house a winter program to compensate for the loss of high school facilities. Present vacation patterns in business and industry make it impossible for most families to take vacations other than during the summer months. Juvenile employment opportunities would increase under any of the alternative plans.

In summary, it may be stated that the present nine-month school year, with provision for voluntary attendance in an eight-week summer session offered for credit, can provide a comprehensive, rich and flexible educational program.

In addition, the greatest opportunity for participation in co-curricular activities and inter-scholastic athletics is provided. Administration of the educational program and maintenance and operation of school plants is least complex. Opportunities for professional growth for teachers are greatest. There are fewer problems in recruiting and retaining good teachers. More time is provided for teacher participation in curriculum development, revision and coordination. And opportunity exists for both schools and recreation agencies to use publicly owned facilities, with consequent avoidance of the tax burden which duplication of expensive facilities would require.

If economy alone is the objective, without regard to educational value or community disruptions, then double sessions are the answer. If, on the other hand, one subscribes to the committee's philosophy that "more and better education will be required if our country is to survive the present crisis and if our expanding knowledge in all fields is to be adequately covered," the present method of plant utilization, with greater emphasis on the potential of a summer school program, is the best method of plant utilization of those plans studied. If a compromise with present standards is necessary because of a serious, long-term shortage of available funds for school construction, the four-quarter plan offers the best solution in terms of minimizing educational disadvantages while decreasing capital outlay costs.

The foregoing condensation of the 95-page report of the committee's findings and conclusions has, of necessity, excluded much pertinent data which served as the basis for the committee's conclusions and recommendations. The report itself represents an honest attempt to study and to assess objectively the possibility of increasing plant capacity without impairing the quality of the present educational program. The results indicate that any of the plans studied are workable. Whether there is sufficient evidence to warrant their adoption is a question each person must answer for himself in terms of his own basic educational philosophy. The report not only provides a factual basis upon which to make this important determination but also represents an example of the contribution which citizens can make to their community by examining some of the problems facing public education today. ★★

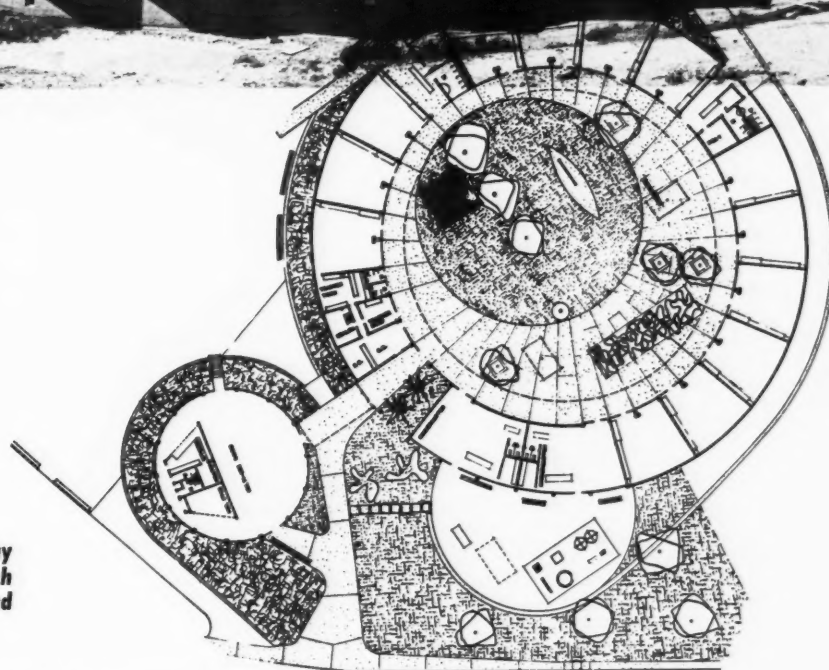


A Square Deal with a Round School

By Mario J. Ciampi

FAIA, Architect, San Francisco

Conventional shapes for school plants may be discarded in favor of designs which consider climate, teaching methods, and working conditions.



VISTA MAR elementary school is located on a seven-acre site in heavily populated Daly City, near the Pacific Ocean in an extremely foggy section. Winds are cold and damp. The site is steep and wedge shaped, with limited access from one street only.

Despite the limitations, Vista Mar has achieved an educational environment for children which avoids the dull repetitious quality of standardization. The site was graded so that the building could be placed in a bowl approximately 60 feet below the upper street level. Due to the nature of the grading problem, a circular plan was justified. A controlled central garden provides a pleasant outlook for all classrooms and a sheltered area for outdoor activities.

The multi-use unit is also circular to relate to the larger classroom unit, and is designed for drama, music, games, and dining. Facilities are available for the adult community and for a recreation center.

Buildings are constructed of reinforced concrete frame and roof, brick and concrete block walls, steel sash and clear and colored glass. The roof is composition type; small shelters are light steel and corrugated decking, painted in brilliant colors. The classroom building uses radiant heating; the multi-use unit has forced ventilation. All partitions are non-structural and may be moved if required. The roof is precast, thin shell, hipped plate vaults. Floors are waxed colored cement brush. There are 12 classrooms, two kindergartens, a special activities room, administrative unit, and dependent facilities. Cost for 26,585 square feet was \$14.56 per foot.

Teaching methods, as outlined by educational research, indicate certain trends which bear on the architect's responsibilities.

Facilities should be made as flexible as possible; furniture should be moveable when practicable. Multi-use of room areas is vital, especially with changing teachers and teaching techniques.

Rooms should be constructed to permit visual aid teaching methods with a minimum of effort.

Television has created a teaching medium with unlimited possibilities and the school plant should provide for adaptation of this tool.

The architect is charged with conceiving the best possible solution to the problem of the personality and character of space and how it influences the student.

Editor's Note: The brief description above was adapted from an article by Mr. Ciampi appearing in American School and University—1960-61. He had won significant design competitions with his Vista Mar plan, as he had with Westmoor high school at Daly City. The presentation of this idea in school planning is published here to illustrate the important relationship of physical plant to teachers' working conditions. The contrast of modern school design with the crude log-cabin schools of the last century will, to a large degree, emphasize the differences in improved teaching techniques and broader content. Environment as a factor in working conditions may not be ignored in an appraisal of professional goals. (Photograph by Karl Riek.)

WHAT'S NEW?

"TEACHERS: Please send pupils to me only at 3 o'clock for discipline.

Pupils cannot be excused from school except by the principal.

Do not send pupils into the hall for punishment.

If a pupil has to be suspended from the class, write a note and send the offending pupil to the principal's office."

Does this resemble a memo you received from your principal last year? Actually it was sent to the teachers of the Valencia School in San Francisco by the principal on September 15, 1880.

Or take a modern view of punishment. "Corporal punishment shall not be administered in the high schools, nor upon girls in any of the schools, nor upon any children whose parents specifically object to it. Such punishment must be administered only by principals or vice-principals, and shall only be resorted to in extreme cases where other means fail to maintain obedience. No excessive, cruel, or unusual punishment shall be allowed." This is from the rules of the Board of Education of 1893.

The present provision in the state code declaring that any parent or other person who insults or abuses a teacher in the presence of a pupil is guilty of a misdemeanor punishable by a fine up to \$100 is not a new provision. It was in the code as early as 1867.

We sometimes think our concern about the drop-out rate is strictly contemporary. The San Francisco *Chronicle* reported on July 22, 1909 the colorful words of the superintendent in deploring the 50 per cent drop-out in the first year of high school: "If you had a sausage grinder that was being fed 100 pounds of meat and only turned out 50 pounds of sausage you would throw it away."

We consider our sex education units among our most modern ideas, but in 1909 the Sacramento *Union* was reporting that, "Sex physiology is among the most important things that should be taught in our public schools."

Our present enthusiasm for introducing study of foreign languages into elementary schools reminds us that as early as 1874 French and German were offered in the cosmopolitan schools of San Francisco from the first grade.

And when we consider our problems

of pupil accounting it is refreshing to learn that in 1909 all school children in New York City were assigned numbers, for easy identification of truants. Any child seen on the streets was required immediately to produce his registration number.

And though we may approve of the ungraded class, we cannot properly claim credit for this as a mid-century innovation. In 1913 San Francisco had 18 ungraded classes for individual instruction of the bright and the slow.

The similarities between schools of today and those of several generations ago run much deeper than these superficial items. The basic attitudes of teachers and of the public towards the schools was in many respects surprisingly like the attitudes prevailing today.

A 1919 meeting of the California Association of Teachers of History reported that "History textbooks are mere graveyards of private and mistaken opinion." A Professor Scholz of the University of California, who may have been the Arthur Bestor of his day, asserted that, "In the textbooks now in use an absurd emphasis is placed where it does not belong, and stress is laid upon the unessential and the trivial."

It may prove reassuring to some to note that public castigation of the schools is not new, though the early criticism was frequently for neglecting those services which some critics now lambast us for offering.

A major survey of San Francisco Schools was published in 1914 under the title, "Some Conditions in the Schools of San Francisco. A Report Made by the School Survey Class of the California Branch of the Association of College Alumni."

Among the revelations made by this citizens committee were these:

"Not one elementary school building has

A school bath

A gymnasium

A swimming pool

A reading room

A school nurse's room with any adequate equipment

A lunch room where children may have hot lunches."

"Progressive features adopted in other cities are unknown in San Fran-

cisco or scarcely begun, such as kindergartens, vacation schools, school gardens, open-air schools, school lunches, physical training, special classes for defectives, trade schools, vocational guidance, continuation schools, social use of school house, and school dental clinics."

In phrases familiar to the modern educator the citizens decried the poor public relations program of the schools and complained about the information given to the public in the annual report: "Let us see what kind of information the interested citizen, parent, and taxpayer can get as to what sort of schools he is helping to support. The following features stand out;

- The report is a pamphlet of 127 pages printed in pale six-point type, which makes reading most difficult. There are no heavy-typed headings, and topics are run after the other with very little spacing on a page.
- The major part of the report is given over to matter which is absolutely lifeless and which should be either printed separately or omitted entirely.
- Only 28 pages relate in any sense with the progress and needs of the school department, and such information as is given, is presented in a purely formal manner. There isn't one page that challenges the attention of any but the professional, or which points out the vital relationship between the few facts given and the efficiency and growth of the educational system. There are no pictures nor graphs, no summaries nor editorial comment."

The public appetite for conflict and criticism is not the property of any one age, not even ours. Fifty-two years ago the papers of San Francisco carried the following headlines during the single month of August, 1909; Superintendent In Clash With School Board, School Board Unfair Say Bidders, Parents Protest New Board Ruling, School Fund Critic Answered By Board, President Of School Board Charges Superintendent With Incompetence And Violation Of Law, \$200,000 Deficit In School Fund, Teachers Air Charges Of Spiteful Dealing.

So, when the going gets rough and the public seems unappreciative, look back at former days and be glad we teach now.

—DONALD W. ROBINSON
San Francisco

NEWS *in education*



BAY AREA SCIENCE FAIR will have its eighth annual exhibition at the Academy of Sciences, Golden Gate Park, San Francisco, April 8-12. An estimated 5,000 high school students of the 12 counties in the San Francisco Bay area are preparing science and engineering projects; deadline for entries will be March 22. Shown above discussing preparations are Henry J. Kaiser, Jr., seated, chairman of advisory board; Martinus Van Waynen, left, Berkeley high school, executive director; and Theodore Beck, El Cerrito high school, assistant director.

INCREASING SCHOOL ENTRANCE AGE has been the subject of an exhaustive study by a committee of the Los Gatos Union Elementary Teachers Association. Bessie M. Graham, Daves Avenue School, Los Gatos, is chairman of the group which produced a 20-page report on the question "Should school entrance age requirements be raised?" The conclusions are strongly affirmative, backed by reference to research and experience of many school districts. Arguments are based on scholastic maturity and higher standards of achievement when entrance age is raised to 6-0 on or before September 1 of year of entry into first grade.

STERLING M. McMURRIN, 47, left the post of academic vice president of the University of Utah to become U.S. Commissioner of Education. Receiving his Ph.D. degree from USC, he taught philosophy there until 1948, when he returned to Utah to become a professor of philosophy. He has a reputation as a strong administrator and advocate of federal aid to education.

CALIFORNIA DRIVER EDUCATION ASSOCIATION (See article on page 32) will have its ninth annual state conference at Los Angeles State College March 24-25.

RIVERSIDE County Council of Teacher Associations has been approved by CTA board of directors as coordinating agency No. C-7.

JOHN I. GOODLAD, professor, school of education, UCLA, will be a member of the staff assembled by James B. Conant for a Carnegie-endowed study of the education of teachers.

DAVID E. BELL, 41-year-old Director of the Budget in the new Kennedy administration, is a 1939 graduate of Pomona College and a former center on the college's famous Phi Beta Kappa basketball team.

APRIL will be Teacher Career Month. Conceived four years ago by NEA to direct attention to a continuing teacher shortage, the observance offers opportunities to dramatize recruitment, preparation, and retention of outstanding youngsters in the profession. FTA and CEC clubs play active parts, in cooperation with PTA units. Kits of leaflets, booklets, posters, and other aids are available from *Teaching Career Month*, 1201-16th St., N.W., Washington 6, D.C.

ROBERT HENRY JACKSON, 40, superintendent of Jefferson county public school district near Denver, will become superintendent of Palo Alto unified district July 1, succeeding Henry M. Gunn, who will teach at San Jose State college.

CONSULTING GROUP summary reports on group discussions of ethics and personnel standards are due in CTA headquarters by March 15. It was hoped that enough reports would be available for tentative study by the State Council of Education at its April meeting. Report forms prepared by CTA Research have been sent to all group leaders.

MRS. HELEN M. ROEMER, teacher for 32 years at Sierra Enterprise school, Sacramento county, was honored at a reception January 15 when 500 friends and former students attended the event.

CTA MEMBERSHIP for 1961, as of January 31, was 103,854. This figure is 16,774 above the total for January 31, 1960. NEA membership for California as of January 27 was 53,848, as reported by NEA. SCTA membership for 1961 is 2,833.

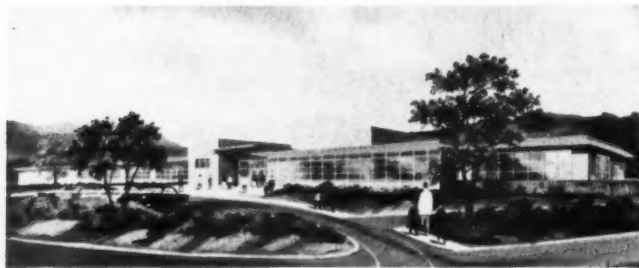
BENJAMIN FINE, former education editor of the New York Times, became dean of the newly established school of journalism and communications at Point Park junior college in Pittsburgh, Pa., in January. This is the first junior college in western Pennsylvania.

DIVIDENDS of 4½ per cent were declared by CTA Bay Section Credit Union at the tenth anniversary meeting January 28. Starting with \$500 in 1951, the credit union has grown into a million dollar non-profit corporation. It has made over 6,000 loans to Bay Section members.

HAROLD V. WEBB has been appointed executive director of the National School Boards Association, succeeding W. A. Shannon, resigned. NSBA maintains offices in Evanston, Illinois.

JOINT RESEARCH activities will be undertaken by CTA and CASA under an agreement set up in January. Both associations will cooperate in reporting to an expanded Research Information Service at the Burlingame headquarters. Studies will be started where educational information is not now available and publications will be produced bearing authorship of both groups. A special committee appointed by CASA board of governors will work with CTA Research department.

NEWS *in education*



CARL B. MUNCK Elementary School, newest of 51 projects completed in a \$40,000,000 school construction program by Oakland city schools (1955-61), opened to students in January. The new school on Redwood Road, Oakland, is named for the distinguished local attorney who has been a member and president of the Oakland board of education for 17 years and has been president of CSBA and NSBA.



AMERICAN FIELD SERVICE is a fast growing program which provides for exchange of high school students between 50 countries and the U.S.A. It costs approximately \$1000 to bring a student here from abroad and \$650 to send one in exchange. The group above, students at Hiram Johnson high school in Sacramento, shown at the booth they sponsored at the California State Fair last fall, includes (third from right) an exchange student from Pakistan. For further information about the program of AFS, write 113 Thirtieth St., New York 16.

WORKING CONDITIONS for teachers of English is the subject of part of a booklet recently produced by the Commission on English of the College Entrance Examination Board. It concludes with these points: (1) The English teacher should not be assigned more than four classes a day and 100 pupils. (2) Extracurricular activities should be evenly distributed throughout the staff with no more than one major responsibility of this kind falling to any teacher. (3) Each English classroom should be as well supplied for its work as are shops, laboratories, and gymnasiums.

ANNUAL MEETING of CTA's State Council of Education will be held April 7-8 at Asilomar, Pacific Beach. As stated in the notice on page 42 of this issue, action will be taken on proposed increase in SCTA dues. The terms of three members of the board of directors will expire: Charles Herbst, Ben Kellner, and Mrs. Helen Von Garden. Sections will nominate their successors. The Council is expected to take positions on many legislative bills.

SUMMER MUSIC PROGRAMS in many California communities are providing many music teachers with extra employment, points out Keith Macdonald, executive director of the Greater Vallejo Recreation District. He can cite a number of constructive examples.

Joe Radota, superintendent of recreation and parks in San Rafael, organized a summer music clinic and employed four local music teachers to conduct sectional instruction daily. Strings, brasses, reeds, and percussion instruments made up separate teaching groups, while the main musical organization rehearsed as a unit, playing a final concert at the end of the season.

San Mateo recreation department held a summer music camp for two weeks beside the Pacific Ocean. The 120 young musicians who attended paid only \$25 a week, including individual instruction and group workouts. Five musical directors from San Mateo were used as camp instructors.

Macdonald said the summer band program at Vallejo has been in operation for nine years. Now there are three bands employing three directors and playing more than 20 concerts during the summer with 175 musicians participating.

Three weeks before school closes Macdonald visits every school in the district to talk with band personnel about the summer program. He arranges for tryouts on sight reading, musicianship, technique, intonation, and interpretation. He estimates that for the \$6 per student charge for instruction and music, each young person gets over \$100 worth of instruction.

The high school board cooperates with the recreation district by permitting use of instruments and rehearsal hall.

The Vallejo bands play at five or more community fairs during the season and they also play at hospitals, parks, and downtown shopping areas. One summer they played in a public park at St. Helena, using a bandstand that had not been used for 30 years. Last summer the youngsters played at 20 concerts.

PUBLIC SCHOOLS WEEK publicity is grinding out, speeches are being written, civic organizations are making ready for special programs, and teachers are preparing for the "town to school" trek during the week of April 24-28. The illustration here is the cover of a folder prepared by CTA public relations staff which provides useful suggestions for the week's observances. In addition, chapters and school districts are ordering quantities of an attractive brochure made available by CTA. Based on the timely "National Goals in Education" report, the brochure is suitable for distribution to the public during PSW. Theme for Public Schools Week observances this year is "The Teacher-Builder of Tomorrow's Leaders."



SECRET FRATERNITIES and sororities were recently declared "without status" in Modesto city high schools by the local board of education. In a series of public meetings to gauge parent opinion, the board found unanimous support for its ruling that youth organizations may exist if they have published statements of purpose, have adult sponsorship, and meet other district standards. But they may not survive if they adopt illegal "secret" codes.

SUMMER SESSIONS AND WORKSHOPS LISTED

A PARTIAL list of schools participating in summer institutes under National Defense Language Institute Program for 1961-62 includes the following California institutions: UCLA, 7 weeks, June 26-Aug. 11; San Francisco State College, 8 weeks, June 26-August 18; USC, 7 weeks, June 26-Aug. 11; and Stanford Univ., 9 weeks, June 19-Aug. 19.

During its 1961 summer session, Los Angeles State College will offer a workshop in Educational Television, pointed especially to administrative and supervisory personnel. Applications are being received now by LA State.

A workshop in the education of exceptional children will be offered June 26 to July 28 by Education Extension, UCLA. Applications should be made now to Mrs. Jerri Levin, at UC Extension, Los Angeles 24.

Educational data processing workshop, at Stanford University July 3-21 (or July 3-14) will acquaint school administrators, counselors, registrars and teachers with recent educational uses of EDPM (electronic data processing methods) in the schools and will allow participants to develop preliminary specific applications for their own school districts.

Third annual reading conference at Syracuse (NY) University will be held June 26-30, with theme: Reading for Information (in the content subjects).

Twelve librarianship courses will be offered at San Jose State College, June 26 throughout August 4. Dr. Pauline O'Melia, chairman of the library department of Long Island schools, and Dr. Earl Strohbehn, former director of curriculum and instructional materials for Oak Ridge (Tenn.) schools will join regular San Jose librarianship staff for program.

Fourth annual health education workshop will be held at Ventura College July 31 through August 11, under the auspices of San Fernando Valley State College; Dr. Claude Cook, director.

University of Chicago will offer a workshop in reading July 3 through July 28. Also at University of Chicago will be the 24th annual reading conference, June 27 through June 30. Information about either program from Mrs. Helen Robinson, 5835 Kimbark Avenue, Chicago 37.

NEWS *in education*

The 1961 Cubberley Conference on Education at Stanford University, July 24 through 28, will be addressed by seven nationally known leaders in government, education and business: Frank Pace, Jr., Neil H. Jacoby, Paul G. Hoffman, James R. Killian, Jr., James W. Fulbright, John H. Fischer and Max Lerner. Conference chairman is Paul R. Hanna, assisted by Robert N. Bush and William H. Cowley. Conference theme is "Education: An Instrument of National Goals."

A two-week workshop for advisers of student publications will be held July 10-21 on the Berkeley campus of UC, sponsored by the department of journalism and University Extension. Fee is \$85.

Also at Berkeley, UC, will be an East Asia teacher training program, first summer session June 19 through July 28, including history and civilization of the far east, political science and oriental and near eastern languages.

U. S. Department of Health, Education and Welfare will sponsor counseling and guidance training institutes at both San Francisco State College and the general extension division of Oregon State System of Higher Education. San Francisco institute will be directed by Dr. Virginia Lee Block and is designed for currently employed counselors in the 6-state region of California, Nevada, Oregon, Washington, Alaska and Hawaii. The Oregon program will be for enrollees from Guam, Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon and Washington. Director of the Oregon Institute will be Dr. Harold W. Bernard, to whom inquiries may be addressed, at 1633 S.W. Park Avenue, Portland 1, Oregon.

The eighth national conference on campus safety, sponsored by National Safety Council, will be held June 15-17 at Southern Illinois University, Carbondale, Illinois. Information from Daniel Webster, National Safety Council, 425 N. Michigan Avenue, Chicago 11.

PLACEMENT CANDIDATES may be interviewed at CTA headquarters in Burlingame from 9 a.m. to 4:40 p.m. daily, except Saturdays. Placement counseling is available on Saturdays by appointment only, between 9 a.m. and noon.

APPLICATIONS DUE FOR TEACHER SCHOLARSHIPS

APPLICATIONS for the Helen Heffernan scholarship should be made before March 15 to Mrs. Mary S. Reed, chairman, Helen Heffernan Scholarship Committee, Fullerton elementary schools, 340 E. Wilshire, Fullerton. Purpose of scholarship is to recruit qualified and successful teachers into the field of supervision and curriculum development, and to encourage members of the profession to engage in graduate study. Scholarship for 1961 consists of a gift in amount of \$1,000, with an interest-free loan in same amount available in addition.

Application dates for a few California Congress of Parents and Teachers scholarship and fellowship programs have already passed, but following are still open: (Date in parentheses is *last* date for filing.) Glenn Ellen Scott Special Education Fellowships, 14 grants of \$1,000 each; objective, one year's graduate study in training handicapped child. (March 15). Social Work Fellowship, 1 grant of \$2100; objective, graduate study in social welfare or social work at the Universities of California in Berkeley or Los Angeles, and the University of Southern California. (May 1). Children's Librarian Fellowships, 2 grants of \$1,000 each; objective, graduate study for students training to work in children's libraries. (May 1). Elementary teacher education, 58 awards at \$400 each; secondary teacher education, 33 awards at \$400 each.

Application for teacher education scholarships is made at school of attendance. Other applications to CCPT offices, Suite 300, 322 West 21st, Los Angeles 7.

Graduate assistantships in student personnel administration are available at Syracuse (N.Y.) University. Award is in terms of room, board, tuition and a cash stipend of approximately \$500 per academic year in monthly payments. Applicants must present a bachelor's or master's degree from an accredited institution. Folder listing this and other graduate appointments from Syracuse University at Syracuse 10, New York.

Many Tours Suggested by Journal Ads

FEW unofficial visitors will be traveling to Cuba or Africa or Laos or other troubled places this summer—but Europe still beckons the teacher with a yen to travel. Diversity of choice is possible to the *Journal* reader who uses the advertising pages of CTA's official publication for tips on the best travel buys. Here are a few suggestions which have been further amplified by advertisers this spring:

There's India. Many tours include India, but Margaret Crowne, of Los Angeles, concentrates on it, with her "Himalayan Holiday" tour during July and August. "Relax on a houseboat," she says, "See temples, palaces and art in Agra and Khatmandu."

Or steamer tours, emphasized this year by CTA's own Osgood Hilton, of Hilton Tours. His European tours start as low as \$1098, and his Carib Circle Tour is a neat \$695.

Another CTA member, Dr. D. S. Wheelwright of San Francisco State, offers his talents through Cartan Travel for a tour of Europe, emphasizing people abroad through their arts.

Travel Center, of Los Angeles, offers a tour of Europe, all-expense from Los Angeles, from \$1395. They call their tour "Students and Teachers Tour" and there are no age limits.

Eur-Cal Tours, of Berkeley, suggest that you "Miss the Crowds and See the People"—an agreeable suggestion for many a crowd-weary traveler. They offer three European tours, with group departures from either San Francisco or New York.

Lanseair, of Washington, D.C., with west coast offices in Beverly Hills, will give one month in Europe for \$775, including Belgium, Holland, Germany, Switzerland, Liechtenstein, Austria, Italy, Monaco, France and England. Round trip is by jet from New York. Lanseair also offers opportunity for study abroad, emphasizing modern languages, social sciences, and civilization and culture. For instance, a five-country tour, plus courses at the Sorbonne will cost \$1296; a seven-country tour, plus courses at University of Heidelberg, will cost \$1170.

Literature may be obtained from all advertisers, giving complete information about all tours or studies.

NEA AREA STUDIES ARE LISTED

MORE THAN two million Americans went abroad in 1960—800,000 to Europe—and it is safe to assume that a large percentage were teachers.

Many will journey to New Delhi this summer for the W.C.O.T.P. conference to be held there. New Delhi, incidentally, has the only operative TV facility in India. Mr. T. Rajamanikam, who is chief research engineer for All India Radio, recently visited educational television installations in the U. S. and studied TV facilities of the University of Florida, the Pentagon, the Army's Fort Lee, and completed a training course at Ampex in Redwood City, California. According to Mr. Rajamanikam, a second TV station will be built in Bombay within two years, and both the Bombay and New Delhi stations will be primarily educational.

NEA Area Studies this year will be in Mexico, Britain, West Germany, France and the Iberian Peninsula. The Mexican trip will be led by CTA member John Candia, who several years ago conducted another NEA tour to Mexico. "Understanding Mexico" is the theme, and study will center around Mexico City and Taxco. Departure is by bus from San Antonio, on June 26. \$359.

"Britain: The Transition from Empire to Commonwealth" is the theme of the British study. Countries included in the trip are Ireland, Scotland, England, Netherlands, West Germany, Austria, Italy, Switzerland and France. Continental travel is intended to give perspective to the study of Britain. Departure is from New York on June 28 by economy-class airline. \$1347.

"West Germany: The Triumph of Free Enterprise." Departure is from Montreal on July 4 by economy-class jet flight, return to New York on August 20 by Canadian Pacific Steamship. Countries included are England, Holland, West Germany, Austria, Italy, Switzerland and France. \$1280.

"Emphasis on France," features a relaxed study of France and a general tour of Europe, including Monaco, Italy, Austria, Switzerland, West Germany, Belgium, the Netherlands and England. Departure N.Y., July 8. \$1168.

"The Iberian Peninsula" features a study of Spain and Portugal and a general tour of Europe, including France, Monaco, Italy, San Marino, Austria, Switzerland, Germany, Belgium, England and Scotland. Transportation by economy-class air. Departure New York July 7. \$1300.

Information on the above NEA Area studies can be obtained either direct from NEA or from CTA Special Services. NEA also offers numerous general cultural tours.

The Comparative Education Society and the Commission on International Education of Phi Delta Kappa will, for the sixth consecutive year, sponsor a comparative education seminar and field study abroad. Departure will be August 12, with return September 17. Countries visited will include Denmark, Germany, Holland and Belgium, cost to be approximately \$900. Full information from Dr. Gerald H. Read, Comparative Education Society, Kent State University, Kent, Ohio.

Numerous other opportunities for travel and study abroad are offered teachers in trips especially planned for educators, and announced in *CTA Journal* through advertisements. A study of the advertising columns in almost every edition, September through May, will reveal unusual and interesting offerings; editorial space is too limited to describe all of them here.

Booklets, generally available free, on some of the countries which the traveling teacher may plan to visit, are often obtainable from the Travel Councils of the various countries. Some received here include:

—"The South African Tradition," available from Information Service of South Africa, 655 Madison Avenue, New York 21.

—"El Salvador," priced at 25c, available from Pan American Union, Washington 6, D. C.

—"Venezuela," available for 25c from Pan American Union, Washington 6, D. C.

—"Sweden," from Swedish National Travel Office, 630 Fifth Avenue, New York 20.

—"Argentina," from Pan American Union, Washington 6, D. C., for 25c.

Central Coast Sponsors Third Europe Tour

FOR two years, CTA Central Coast Section has sponsored tours to Europe. Success is apparent in the fact that more tours are being sponsored by Central Coast again this summer.

Dean Ross, executive secretary of Central Coast Section, planned the first tour to answer some of the questions about how a teacher, truly interested in finding out what is happening in the world educationally, can see and talk to peoples in other countries at minimum cost and in quickest time.

For the teacher abroad for the first time, group travel is undeniably the best way to go, and Central Coast groups are congenial. Each tour travels 32 to a luxurious, modern coach, accompanied by an American representative and a European courier. Hotels used are those which European teachers use on their own "holidays."

Sightseeing is highlighted by knowledgeable local guides and there is adequate time for independent exploration.

Seminars in nine key cities in various countries provide information on education there, each compared to other systems in Europe, as well as to the American. Experts from each country present the basic information, followed by personal discussion with local teachers who have been invited to the dinners concluding each seminar.



One of the most exciting points of interest in Oregon is the Columbia River Gorge—15 miles east of Portland on U. S. 30 Scenic Route.

STUDY IN HISTORICAL OREGON...

GENERAL EXTENSION DIVISION

PORTLAND CENTER—SUMMER TERM

Study this summer in a new metropolitan campus setting... at the summer term of the *General Extension Division's Portland Center*... an hour's drive from the nation's most scenic mountains, beaches and streams. Some of the special programs and workshops will be conducted in outdoor and specially-adapted off-campus settings.

Distinguished visiting faculty members, top-flight authorities in their special fields, are on the summer term staff.

Outstanding undergraduate and graduate courses in primary, elementary, secondary and special education are offered. An outstanding reading clinic and demonstration school will again be featured... as well as the usual wide range of academic courses rounding out the imaginative and time-tested Summer Term offerings.

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B. ECONOMIC EDUCATION: June 19-July 14, basic concepts in economic education; scholarships provided by Oregon Council on Economic Education. Six hours graduate credit in education, finance, business or economics; directed by Dr. Errett Hummel, professor of education, Portland State College, and Joseph C. Blumel, assistant professor of economics.

C. WOOL WORKSHOP: July 31-August 5, conducted in cooperation with Oregon State College, Pendleton Woolen Mills and Meier & Frank Co. Two hours home economics credit, graduate or undergraduate; instructor, Miss Elsie Nielsen, associate professor of home economics, University of Idaho.

D. BILL OF RIGHTS WORKSHOP: June 19-July 14. Fourth annual discussions broadening knowledge of Bill of Rights, with present-day emphasis on political and moral censorship. Six hours graduate or undergraduate credit, education or political science; director, Dr. Judah Bierman.

E. DEUTSCHE SOMMERSCHULE am PAZIFIK: Fourth successive year, intensive instruction in German language and literature; distinguished faculty of German-born teachers participating; German used exclusively in and out of classroom. Prerequisite: Two years of college German or equivalent experience. Nine hours undergraduate credit; graduate credit by arrangement. June 16-August 5.

F. SPEECH CORRECTION SEMINARS: June 19-July 14—Seminar and Practicum in Stuttering; July 17-August 11—Seminar in Examination and Diagnostic Procedures in Speech; for advanced students in speech and hearing. Six hours graduate credit; nationally-recognized visiting authorities on staff.

G. AEROSPACE WORKSHOP: July 10-August 5. At Portland Air Base, 3 weeks; U. S. Naval Ordnance Test Station, China Lake, Calif., and Edwards Air Force Base, Muroc, Calif., 1 week. Sixth annual, 6 hours graduate credit in education; \$25 scholarships available. Airlift provided by Armed Forces.

H. SUMMER COUNSELING AND GUIDANCE INSTITUTE: For secondary school teachers preparing to become school counselors and who have counseling assignments for next year; conducted under contract with U. S. Office of Education under authorization of National Defense Education Act. Stipends of \$75 per week, plus dependent allowances; 12 hours graduate credit; directed by Dr. Harold Bernard and staff. June 19-August 11.

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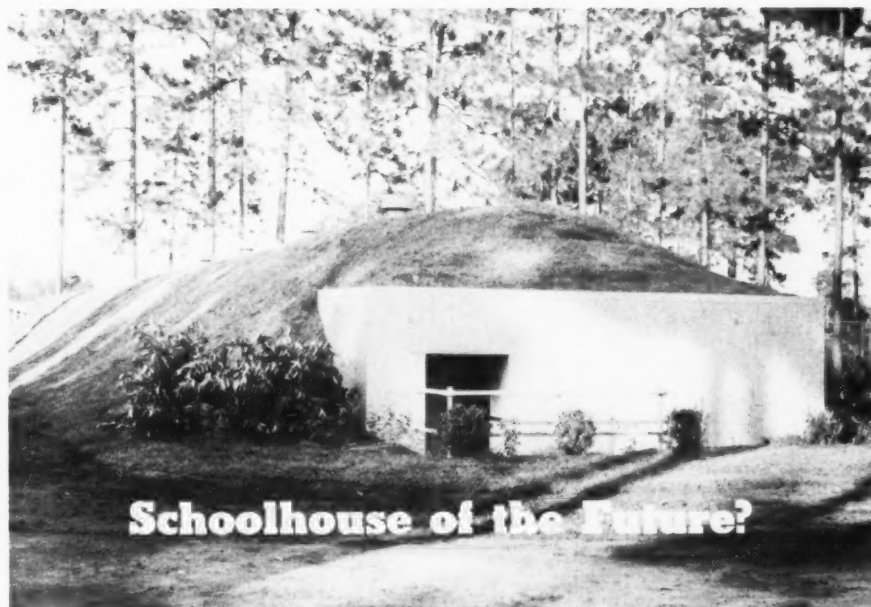
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Teachers Must Share Responsibility in Training for Nuclear Survival

Plans of civilian defense leaders call for schools as community centers and survival shelters



Schoolhouse of the Future?

FALLOUT SHELTERS similar to this Georgia demonstration project, which has a capacity of 150 persons, may be modified to meet educational standards, state and federal disaster officials point out. It has been recommended that dual-purpose shelters under schools or in schoolyards and adjoining public parks be considered in future school building programs. Two feet of earth cover a corrugated steel-arch structure having tremendous resistance to shock. Several pilot projects will be built in California. For further information on this and other subjects discussed below, write California Disaster Office, Box 110, Sacramento 1.

HUMAN defense has almost completed a round trip from the walled cities of feudal forays to the fallout shelters of the nuclear age. Weapons have changed but the basic objective is still survival.

Dismal and foreboding as the prospect may appear, teachers who would be realists must share responsibility for

teaching our young people how to survive in a nuclear attack.

We have known about the dangers of radioactivity since the first wartime use of the atomic bomb 15 years ago. But there are many misconceptions about "fallout," the bits of radioactive dust, debris, or solid matter which settle from the mushroom cloud after a



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nuclear weapon is exploded. These particles send out rays in all directions. They may be extremely dangerous; in sufficient quantity and over a period of time, they can lead to illness or death.

When a nuclear bomb explodes, the initial effects are blast (or shock wave), intense heat, and initial radiation. Almost instantly the bomb causes collapse, fires, and death.

Fallout is a delayed effect. Radioactive material may settle slowly from a cloud, move with air currents, spread over wide areas. Serious fallout hazards may appear many miles from the scene of explosion.

There are only two known ways to protect against any weapon. One is distance, the other is shielding. With reduced time in delivery of nuclear weapons by missile, dispersal and evacuation have become less effective protection. Therefore, the concept is growing that shelters provide the best insurance for survival.

Study Ordered

Last September Governor Edmund G. Brown appointed a state shelter study committee with representatives from the state Department of Education, Finance, Public Works, and California Disaster Office. In a special report, the committee said:

"The community-type shelter appears to have numerous advantages over family shelters. On a per-person basis, community shelters are far less expensive, make better equipment available to occupants, and more nearly comply with the nation's traditional concept of providing such vital facilities to everyone, regardless of income or status. Added advantages emerge when community shelters are constructed on or near existing school grounds. No additional land acquisition is involved, maintenance personnel is available, a school nurse is present most of the time, and population centers are within easy walking distance. Most important of all, children (who face the greatest danger from radiation poisoning) will be either in classrooms or in nearby homes."

In testimony before the Congressional Joint Committee on Atomic Energy, it was stated that California would probably receive the greatest megatonnage of any state during nuclear attack—which would presumably strike at Air Force bases.

Above information was provided to the *Journal* by Ed Lewis, former Stockton teacher and now field representative of the California Disaster Office in Sacramento.

Lewis has been appearing before CTA and CASA groups to discuss the recommendations of the shelter study committee for which he served as consultant. He hopes to alert educators to the imminent problems of survival and civil defense as they affect the schools.

One of the disturbing aspects of CDO work, Lewis said, is the surprising apathy regarding civil defense, indifference to federal and state endorsement of family shelter projects, and ignorance of local programs for survival preparedness.

He points with pride to the first public school mass shelter to be built on the west coast, which may forecast future trends in schoolhouse planning. The shelter is to be built at Lakeside Farms elementary school, San Diego county. It will be an underground basement of 5500 square feet for 480 persons under a multipurpose building. The school district will provide \$100,000 and federal funds for the pilot project will be available up to \$80,000. Actual construction of this type of structure for multiuse will help to overcome community apathy, Lewis said.

Courses Offered

Meanwhile, from the Western Instructor Training Center, Office of Civil and Defense Mobilization, Alameda, came the news that Chico State College will offer next summer two accredited courses in radiological monitoring and defense officer training.

High school science teachers will receive one unit of credit toward a degree for the 40-hour week-long course. Scheduled are five starting dates, July 5 to July 31, and enrollees may take the two courses consecutively. The Training Center does not charge but the enrollment fee is \$11 for each course.

Partial reimbursement for travel and per diem is available consisting of one-half of the round-trip fare by common carrier (when privately owned automobile is used, one-half of five cents per computed mile) and one-half of per diem expense computed at \$12 per day while engaged in actual travel and \$9.60 per day while in attendance at the school (room provided at the Training Center without cash payment by student).

Details of the courses and enrollment procedures may be obtained by contacting Western Instructor Training Center, 620 Central Ave., Alameda.

—J.W. McK.



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SMALL DISTRICTS . . .

(Continued from page 8)

historic courthouse, and museums offer rich sources of early California history. Yosemite, the National forests, and soil conservation districts also provide resources for study and recreation.

In-service training is usually afforded by working with neighboring Fresno State College and normally involves a cross section of teaching personnel from kindergarten through 12th grade. This not only provides an opportunity for vertical articulation but also horizontal. Teachers have an excellent opportunity to discuss problems with others on their own grade level, and also with those above and below.

Evidence of the success of the training students receive is the fact that in 1959 the outstanding member of the University of California graduating class in academic achievement and the editor of the *Daily Californian* during the spring semester were graduates of the district.

The schools by their very nature become unifying centers in the community. Parents organize into PTA, community clubs, or parent groups and work closely with the teachers to help provide for the needs of pupils and schools. Teachers are offered opportunities to become active members of these groups; they frequently find themselves holding offices.

Another example of parent interest and help is the use of mother-helpers in three elementary schools. Mothers give freely of their time to assist teachers in doing a better job and are a great help in interpreting the school program to other parents.

Although tenure will not become a reality until next year, teachers have felt secure to the extent that over 50 per cent of them either own or are buying the property on which they are living.

Healthful living is afforded in the district in clear, refreshing air. Neighbors may be close or distant. Opportunities for outdoor recreation abound. Hunting, fishing, swimming, winter sports, and camping are easily available in season, while picnicking, hiking, and gold-panning are in season most of the year.

Availability of good medical care is a concern of all teachers. Within the district there are two modern, up-to-date hospitals staffed by exceptionally competent doctors and nurses and with

rates far more reasonable than the average.

Rents, property prices and living costs are moderate. Building restrictions are reasonable and liberal to the extent that "do-it-yourself" construction is possible. In the more remote areas where housing is scarce, the district owns teacherages which are available to the staff.

Casual dress is common in the schools and is accepted by both parents and district.

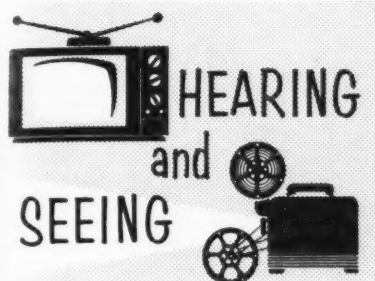
Activities are to be found within relatively easy reach: service clubs, lodges, recreation organizations, and vocal groups. Teachers may find enough interests to keep them busy nearly every evening if they so desire. Teachers are well accepted in the district as good citizens and can participate to the extent they wish.

Payroll deductions for professional dues as well as for health and life insurance have been offered to teachers for several years with the result that membership in CTA and NEA is consistently among the highest in the Section.

The district advocates a strong professional group. Two of the strongest committees of the CTA are the Salary and Professional Relations Committees. Representation on these two committees is made up of teachers, administrators and board members and each year has seen progress in the accomplishments of the salary committee in particular.

The small district does have many advantages and challenges to offer not only in working with children in the classrooms in providing them with an education equal to that of any district, but also opportunities for real family living and personal satisfactions. ★★

DAYS ON DUTY for classroom teachers this year will average 177.9, compared to the 1959-60 figure of 178.1. Dr. Stephen Clark of the CTA Research department has just completed a survey of 800 California school districts and he finds that 53 per cent schedule 176 to 179 instructional days, excluding holidays and vacations. Twenty-two per cent of the districts use the minimum of 175 days required by law. Seven districts in 1959-60, increased to 14 in 1960-61, require teachers to be on duty over 185 days, representing less than one per cent of districts reporting.



IF THE RESULTS of the Audio-Visual Education Conference held in Long Beach in February were to be summarized in one sentence, it would be **Let us disseminate more information on audio-visual to the various publics in the light of the total program.** Highlights of the meeting were the addresses of Dr. Edgar Dale, Ohio State, who gave the keynote address on "The challenge of knowledge," and Dr. Adam Diehl, Los Angeles State, who presented "Some considerations relative to the nature of communication." Among outstanding workshop sessions were those on educational television, learning machines, identification of new media of communication, and research on the effectiveness of communication.

MEETING OF ENGINEERS

The 89th convention of the Society of Motion Picture and Television Engineers will be held in Toronto, Canada, May 7-12. Theme is "International Achievements in Motion Pictures and Television."

FILMS, FILMSTRIPS


Your Child's Intelligence. NEA filmstrip. Explores for parents the abilities which make up intelligence, what school personnel can do to discover them, and how, through interpretation of test results, an attempt can be made to develop each child to utmost level of potential. Color, 21 min., with 33 $\frac{1}{3}$ rpm record. \$7.

Speech Defect Recognition. Lectures on 30-minute tapes and 33 $\frac{1}{3}$ rpm records, prepared by Louis J. LaBorwit, speech and hearing pathologist of Prince George's county (Maryland) health department. Designed to increase teacher's comprehension of extent, nature and method of evaluating speech disorders among pupils. Information from Opinion Institute, P. O. Box 1048, Omaha, Nebr.

Debbie's Safety Lesson. 16 mm. film, produced for California Traffic Safety Foundation under special grant from Standard Oil of California. Describes child's first days in kindergarten and illustrates modern methods for teaching various aspects of traffic safety. Robert Young, host-narrator. Prints available on loan from Standard, 225 Bush Street, San Francisco 20, or purchased from California Traffic Safety Foundation, 660 Market St., San Francisco.

Cameras and Careers. Guidance film produced by Eastman Kodak. Aimed at 12-15 year age group, depicts photographic careers in industrial, audio-visuals, science, engineering and the professions. 16 mm., color. Information from Sales Service Division, Eastman Kodak, Rochester 4, N. Y.

The Ocean of Air. 16 mm., color, 13 $\frac{1}{2}$ min. Provides basic understanding of characteristics, composition and importance of air. For pri-



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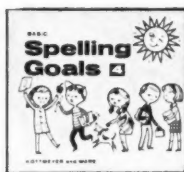


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mary and middle elementary grades. Information from United World Films, 1445 Park Avenue, NYC 29.

Ici on Parle Francais. Elementary film about French Quebec and surrounding countryside. 16 mm., color, 21 min. Information from International Film Bureau, Chicago.

La Juventud de America Latina. (LATIN TEENAGERS). Filmstrip series in Spanish. Color. La Juventud de la Ciudad, Las Escuelas Secundarias, La Juventud de la Provincia and La Feria Potosina y un Paseo en Aca-pulco. Information from Curriculum Materials Center, 5128 Venice Blvd., Los Angeles 19.

European Lands—Series 1. Filmstrip series on the understanding of peoples of Europe, their way of life. The Netherlands, Denmark, Belgium, Switzerland, and Austria. Information from Jam Handy Organization, 2821 East Grand Blvd., Detroit 11, Mich.

MOBILE EXHIBIT

Atoms at Work will visit 50 California communities during first half of 1961. Developed by U. S. Atomic Energy Commission, the exhibit is co-sponsored by U. S. Junior Chamber of Commerce and the National University Extension Association, and accents the peaceful uses of atomic energy. The collection of colorful, animated exhibits is housed in a walk-through vehicle.

MARCH schedule will be: Compton, 10th; Glendale, 14th; North Hollywood, 17th; Burbank, 22nd; Santa Monica, 24th; Ventura, 30th.

APRIL schedule: Santa Barbara, 4th; Santa Maria, 7th; San Luis Obispo, 10th; Monterey, 12th; Salinas, 14th; Watsonville, 19th; Redwood City, 21st; San Mateo, 24th; Castro Valley, 27th.

MAY schedule: Walnut Creek, 5th; El Cerrito, 8th; Vallejo, 10th; Fairfield, 12th; Davis, 17th; Woodland, 18th; Grass Valley, 20th; North Sacramento, 22nd; San Juan, 23rd; Folsom, 24th; Lodi, 25th; Manteca, 27th; Modesto, 29th; Merced, 31st.

JUNE schedule: Madera, 2nd; Fresno, 6th; Porterville, 10th and Bakersfield, 13th.

TELEVISION

Four bills introduced during the opening week of the 87th Congress are designed to provide federal support for construction of ETV facilities. All provide for up to \$1 million per state and District of Columbia for ETV transmission facilities (including CCTV but not buildings) and are similar to ones introduced in the previous session. All bills provide that grants be made to the agency or officer responsible for the state supervision of schools, to a non-profit ETV organization, to a state ETV commission, or to a state college or university.

Philadelphia commercial TV station WFIL has begun a 20-week telecast of reading and writing lessons, hoping to reach 200,000 of an estimated 800,000 illiterates who live within 70 miles of the city, in Pennsylvania, New Jersey and Delaware. WGTV, University of Georgia station at Athens, telecasts reading and writing lessons three nights a week. Some 550 adults have enrolled for supervised sessions of viewing. The Italian government has begun a TV program to combat illiteracy among the two million illiterates estimated to be among the 33 million adult population of Italy.

Airborne television went into operation Jan-

CTA Journal, March 1961

uary 30, with 526,518 pupils and 16,221 teachers in 16,939 classrooms of mid-western states. February through May is a test period, with full program to start in September.

New feature on "Face the Nation" (CBS) series this year will be a half-hour presentation approximately once a month, giving local stations opportunities to supplement hour-long shows with local informational programming in prime evening time. New title for the show is to be "CBS Reports Presents Face the Nation." "Face the Nation" will alternate on Thursday evenings with "CBS Reports," and will become a series of debates on great issues confronting the nation.

A new CBS show, "Washington Conversation," began February 12, in a series which will feature live interviews from the nation's capital.

Los Angeles television station KCOP (Channel 13) gives viewers in that area some good fare in "The Robert Herridge Theater." The station also leans heavily on travel shows such as "Passport to Travel," "Seven League Boots," "I Search for Adventure," "Wonders of the World," "Danger Is My Business" and "Holiday."

STUDENT LOANS ARE AVAILABLE TO MANY

DEADLINE for nominations for the 1961-62 NCTE Achievement Award citations to high school seniors for excellence in English is March 31st. This year's juniors should be nominated now. All winners and runners-up will be given scrolls and recommended for college scholarship assistance. Queries on the competition should be addressed to Professor Don Veith, Chico State College, who is state chairman of judges for California.

The JESSI program, begun in 1956 at Oregon State College, is now held on several campuses across the nation. JESSI (Junior Engineers' and Scientists' Summer Institute) is designed to help high school juniors and seniors make career decisions by giving them insight into pure and basic applied sciences, together with knowledge of career opportunities in science and engineering fields. Particulars from Scientists of Tomorrow, 309 New Flidner Building, Portland 5, Oregon.

Leaflets explaining National Defense Student Loan Program are available from U. S. Government Printing Office, Washington, D. C. (Leaflet OE-55002A)

CHANGE OF ADDRESS for CTA members should be reported without delay to CTA Membership Department, 1705 Murchison Drive, Burlingame.

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FLEWELLING CASE

Professional Panel Makes Final Assignment Decision

By James Williamson

CTA Personnel Standards Executive

ANOTHER professional "first" has been achieved in California. A superior court judge has approved a stipulation that the profession consider a problem of competence and has directed that the recommendations of the teachers' panel be enforced as an order of the court.

As previously described (*CTA Journal*, page 3, May 1960), Dale Flewelling, an American River junior college speech teacher, was released from employment after creation of a new district. Claiming he had acquired tenure by being elected to and serving a fourth year, Flewelling won his case in superior court. The district appealed unsuccessfully in the district court of appeal and the supreme court of California. The teacher was reinstated, assigned to library work, and received back pay.

Flewelling eventually asked the court to direct the college to reinstate him in a teaching position for the school year 1960-61. The court upheld him. At this point the district had to decide either to return the teacher to the classroom or to appeal the court order. The teacher, whose competence had been questioned, faced the prospect of working in an atmosphere of suspicion on an assignment for which he was not professionally prepared.

At a meeting of California School Boards Association's legal counsel, attorneys for the district, and Flewelling, it was decided to refer the case to the profession for decision. Both parties to the controversy agreed they would be bound by the profession's decision. The court approved the agreement.

Both the teacher and the district surrendered some legal rights in agreeing to a professional investigation. The teacher gave up his rights under the court's order for reinstatement and the board gave up its right of appeal from that order.

The panel chosen consisted of two representatives of the California Teachers Association, two from the California

Association of School Administrators, and a member of the California School Boards Association. It met, held hearings, submitted its report to counsel of both parties.

The California Teachers Association supported Dale Flewelling financially in his litigation with the district. This support was based on the precedent value of the points of law in the case and did not involve judgment on the teacher's competence. Judgment as to competence was made by the panel.

The real significance of the case is not the decision of the panel but the process in which the court asked the profession to decide a professional problem—and the agreement of the parties to accept the profession's findings and recommendations as final and binding.

The teaching profession must assume responsibility for study and resolution of its own problems. The precedent in this case moves us another step forward toward the ultimate goal of self-determination for the profession.

After interviewing many people interested in the case, reviewing the district and court records, and deliberating at length, the panel delivered its recommendations in substantially this form:

"The teacher appears to have an appropriate understanding of the nature of the lower division speech courses as they are offered in most California junior and state colleges. In testifying before the panel, the teacher described an approach to speech instruction which is consistent with sound thinking and practice followed by the majority of collegiate institutions of California. He also showed understanding of the problems, content, methods and objectives of courses in beginning speech.

"1. It is recommended that the teacher be given the opportunity to return to a classroom teaching assignment.

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"2. It is recommended that the teacher complete certain requirements for additional academic preparation before resuming his classroom duties, and that the requirements be such as to insure that he will be familiar with current college level practices in his field. The panel recommends that the requirements consist of the successful completion of six semester units selected cooperatively by the American River junior college professional standards committee, the assistant superintendent in charge of instruction, and the teacher.

"3. It is recommended that the district return the teacher to the classroom not later than the fall semester of the 1961-62 school year, provided he has complied with the provisions of 2 above.

"4. It is recommended that both the district and the teacher take all appropriate steps to assure the success of his assignment. The teacher shall meet all of the requirements normally expected of instructors at American River junior college such as proper class preparation, organization of instructional materials, promptness, etc. The district, in providing its normal supervision of instruction, shall insure accurate appraisal of the teacher's progress. Periodic supervisory reports shall be made in writing to the administration and to the teacher. Reports shall be discussed with the teacher in supervisory conferences." ★★



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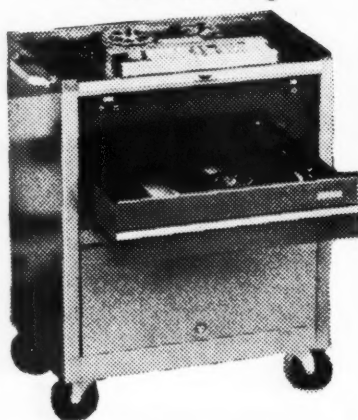
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LEGISLATION . . .

(Continued from page 12)

provides free elementary text books.

In addition, by action of the State Council's Legislative committee in meeting February 11-12, CTA has given its backing to:

- Multiple adoption of elementary text books.
- Statewide testing of the mental ability and achievement of students (if amended as described on page 5 of this issue.)

No legislative action is required on other recommendations which also embody principles espoused by CTA as desirable practice for improved educational quality. These would:

- Give classroom teachers a greater role in curriculum development, and in the screening, selection and evaluation of teachers.
- Free teachers from routine non-teaching assignments and provide auxiliary teaching aids and clerical assistance.
- Set teachers' salaries at a level high enough to attract and hold in the profession the best talent available.
- Involve teachers in the study of criteria for advancement of teachers in status and salary.
- Expand and improve accreditation of high schools and junior colleges.
- Provide for flexible grouping policies to meet varying needs.
- Reduce elementary class size to 25 pupils.
- Prevent increases in teacher load.

While no formal action has been taken on specific non-legislative recom-

mendations in the report, immediate praise for these and other recommendations were voiced by the CTA Commission on Educational Policy when the citizen report was released. CEP also cautioned Association members to reserve judgment on many recommendations until details of implementation are presented in legislation.

"Though some of the citizen commission's recommendations appear controversial, much of the report is constructive and should be welcomed by teachers," Dr. Arthur F. Corey, CTA state executive secretary, declared when the report was released.

CREDENTIAL REVISION bills based on CTA recommendations were pending in mid February in both houses of the Legislature. Two bills by Senator Donald L. Grunsky (SB 623 and 624), nearly identical to CTA bills, would reduce the number of credentials from 40 to 5, establish minimum requirements for each, and establish the new licensure commission of ten members. The Grunsky proposal differs from CTA position only in that it adds a credential for designated subjects teaching.

Bills scheduled to be introduced by Assemblyman Carlos Bee, resulting from six years of intensive study by CTA, will call for three credentials, a teaching permit for use in internship programs, and a certificate for specialized services.

Senator Hugo Fisher's SB 57, calling for revision similar to State Department of Education recommendations, was set for committee hearing March 8.

What Happens If We Abolish Driver Education?

By John S. Urlaub

Dr. Urlaub, who received his Ed. D. degree in this subject field, is director of the driver education program for Berkeley unified school district.

NO YOUTHFUL activity in the past quarter century has provoked more public condemnation, parental censure or legislative appraisal than problems

centered around the young driver. The related economic and educational aspects of car ownership have incensed critics to the degree that they identify the automobile as the major cause of moral and intellectual deterioration. To them possession of the car is a forerunner and eventually the direct cause of school grades being lowered from A to B or D to F. By inference, rising insurance and operational costs necessitate part time jobs, hence fewer hours with the books.

Driver education and training are currently under attack since they represent a non-academic segment of curricular offerings. With the current emphasis on science and mathematics, critics of our schools have called for a return to the fundamentals; the abolition of fads and frills. The most vociferous have earmarked driver education and training as specious and abortive. They have refused to recognize the practicality or necessity of teaching the rudiments of staying alive. Others maintain that driver education and training should be conducted after school hours by the janitor, the bus driver or the school handy man. Some say it is a home responsibility and cannot be justified at public expense. The Citizens' Advisory Commission on Public Education has openly questioned the desirability of including driver instruction in the secondary school curriculum.

In times of hysteria, there is a tendency toward educational myopia, losing sight of long term consequences. Fortunately the "self-styled experts" speak for themselves rather than any large segment of our population.

The obligation to teach safe driving must rest on some section of our society; the school, the home, or the commercial driving school. The growth of driver instruction in our secondary schools during the past decade can be only described as phenomenal. No subject in the history of American education can compare to the near 400 per cent increase in enrollment over the past ten years.

The automobile is the greatest single enemy of human life for the first one-half of the normal life span. Worst offenders are the 16-24-year-old drivers who have had no specific driving instruction. They are responsible for about 30 per cent of traffic accidents yet they comprise about 15 per cent of the total drivers. Exorbitant insurance premiums reflect their accident experience.

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By Prof. T. ERNEST NEWLAND

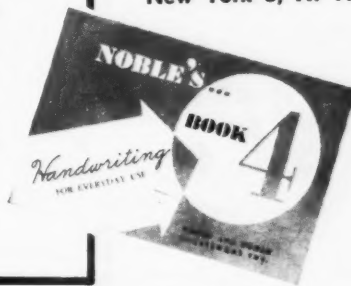
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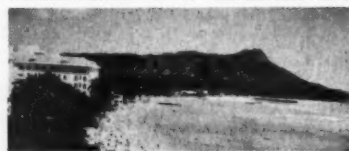
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a substantial reduction in premiums to students who have had both classroom and behind-the-wheel instruction. At least 35 independent studies comparing driving habits of the trained vs. the untrained reflect an unmistakable beneficial effect of instruction, generally a 50 per cent reduction in accidents. Course content and methods employed are designed to teach safe driving. A body of knowledge tending to discipline the mind and temper the emotions has educational value.

Some maintain that instruction should be secured from a private driving school, parents paying the bill. Private instruction averages \$8 to \$10 per hour, would reach a select few, would be a burden on parents least able to pay, and incorporates no class instruction. A driver training program for all on a private basis is impractical and unsound.

In 1948 by legislative enactment driver education was made a graduation requirement in California high schools. Driver training (the laboratory phase) has remained on an optional basis.

Safe driving is important, too important to be left to chance. Sound intellectual reasoning must transcend any emotional basis for course justification. Rugged individualism has no place on our highways; we must sacrifice individual rights for the interest of all.

Cost, and difficulty in programming, remain the principal objections to expansion. Currently in California the average cost for six hours of behind-the-wheel instruction is \$47.62 per student trained. State reimbursement for excess cost is \$35 per student trained. A burden of \$12.62 must fall on the local district for each student trained. An additional dollar added to each traffic fine (from \$1-\$20) replenishes the state general fund and makes this reimbursement possible. Twenty states now have special reimbursement for driver training programs.

Students are given instruction in mathematics, science, language or English for one express purpose: to gain a greater degree of proficiency or acquire more knowledge in that subject. Would not the same reasoning hold true for driver education and driver training? The degree to which they are better should be in proportion to the amount of time expended and the calibre of instruction offered. We are developing safer drivers.

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six hours of behind-the-wheel instruction is not a disproportionate amount of time to devote to this subject. I fail to see where this expenditure of time jeopardizes or stunts the academic career of any student. But first one must be convinced that safe driving is a necessity in our society.

Driver education and training should be required for all. All are potential drivers and susceptible to accidents. Accidents are not distributed by intelligence grouping.

There are many causative factors, some of which are immaturity, and lack of moral and social responsibility. Accident-prone and accident-repeater drivers have a lesser sense of moral responsibility for their actions. An additional cause of accidents is lack of knowledge. A serious collision is an expensive price to pay for lack of knowledge.

California has a strong and active driver education association, interested in up-grading and promoting the expansion of this special subject. It advocates more adequate teacher preparation

and additional state reimbursement to school districts for driver training. A teaching minor in driver education and safety, already established in other states, should be incorporated in teacher preparation.

The American Driver Education Association, which recently became a department of the NEA, assures the subject of national stature and recognition.

Driver education is part of the total education of the child. We need to teach science and math, but we must also teach safe driving. The automobile is a part of our American culture. To neglect or eliminate the teaching of driving would be to deprive our youngsters of a segment of their education which they want and are entitled to have. Parents are 100 per cent behind the program. They see the results of guided practice in the development of attitudes and driving skills. Driver education and training for all students reaching legal driving age is a sensible approach to safer travel on the highways of tomorrow. ★★

Riverside Teachers Debate Tenure

"PROFESSIONAL GROUPS SPLIT ON TENURE" was the head used on a front page story in the January issue of *Public Education Bulletin*, official publication for the office of Riverside County Superintendent of Schools Ray W. Johnson. Editor Ed Ritter summarized the local tenure survey in this way:

Teachers, administrators, and trustees in Riverside County differ sharply on the degree to which teacher job security should be battened down by law.

Three out of every four teachers would extend the mandatory tenure law to more districts, a slight majority of administrators would not, and an overwhelming majority of trustees would not.

More than seven out of ten teachers take a dim view of trading tenure for five-year contracts, but about half of the administrators and trustees look on the possibility with favor.

These are conclusions drawn from 865 responses received in a card opinionnaire sent to Riverside County educators and trustees by *Public Education Bulletin* and Riverside City Schools' Bulletin Board.

The summaries:

Should teacher tenure be mandatory in districts of 250 a.d.a. and over?

	Yes
Teachers	76.3%
Administrators	44.6%
Trustees	14.2%
Others	58.8%

(Most respondents in the "others" category are classified personnel.)

Would five-year contracts with annual salary increments after a successful probationary period for teachers and administrators be better than the present California tenure plan?

	Yes
Teachers	28.6%
Administrators	48.5%
Trustees	46.1%
Others	35.3%

Legal measures aimed at teacher job security should be: A—tightened; B—relaxed; C—kept as they are.

	A	B	C
Teachers	36.1%	9.1%	54.8%
Adminis.	16.7%	37.3%	46 %
Trustees	—	66.7%	33.3%
Others	12.5%	25 %	62.5%

Review boards by which the education profession seeks to discipline its own members should include: A—teachers only; B—teachers and administrators; C—teachers, administrators and board members.

	A	B	C
Teachers	22.8%	35.9%	41.3%
Adminis.	7.9%	50.5%	41.6%
Trustees	—	21.4%	78.6%
Others	5.8%	47.1%	47.1%

Though not personally affected by the fate of the current legislative proposal to include districts down to 250 a.d.a. in the mandatory tenure system, teachers in the large districts supported this proposal by an even bigger ratio than did teachers in the affected districts. In districts of over 850 a.d.a. the teacher "yes" vote on this question was 77.3%; 250-850 a.d.a.—70.7%; under 250 a.d.a.—66.7%.

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MARCH

- 16- —CASA Section VI; Diablo Valley College, Concord
- 17- —Southern Section Public Relations conference; Los Angeles
- 17- —CASA Section X; El Dorado Hotel, Sacramento
- 17-18—California Industrial Education Assn. annual conference; Fresno

- 17-21—American Assn. for Health, Physical Education & Recreation national convention; Atlantic City, N. J.
- 18- —SCTA Northern Professional Problems conference; San Francisco State College
- 18- —SCTA Southern Professional Problems conference; Long Beach State College

- 18- —Bay Section Good Teaching Conference; Berkeley
- 18- —Northern Section Better Teaching conference, Classroom Teachers Department meeting; Sacramento
- 18- —Elementary School Science Assn. of Southern California spring meeting; Los Angeles State College

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The series was prepared by Dr. Norman A. Milgram, staff psychologist, Childrens Service, Nebraska Psychiatric Institute. He not only has dealt with behavior problems and emotional disturbances in children, but also as a teacher has spent many years in the classroom with elementary school children.

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- 19-23—County Superintendents of Schools Assn. spring conference; Asilomar
- 24- —CESSA administrative council; Long Beach
- 24-25—California Junior College Assn. spring conference; Hacienda, Bakersfield
- 24-25—California Assn. of Secondary School curriculum co-ordinators annual conference; San Diego
- 25- —California Aviation Education Assn. Air Youth Day meeting; Los Angeles and San Francisco
- 25- —CTA Board of Directors; Burlingame
- 25-26—CESAA executive board; Long Beach
- 25-27—California Business Education Assn. annual convention; San Diego
- 25-28—CAHPER 28th annual conference; Hotel Claremont, Berkeley
- 25-29—National Science Teachers Assn. national convention; Hotel Sherman, Chicago, Ill.
- 26-29—CASSA annual state conference; San Diego
- 26-29—CESAA annual state conference; Long Beach
- 26-29—Music Educators National Conference Western Division; Santa Monica
- 27-30—American Personnel & Guidance Assn. annual convention; Denver, Colorado

APRIL

- 4-7—American Industrial Arts Assn. annual convention; St. Louis, Mo.
- 4-8—Council for Exceptional Children annual convention; Detroit, Mich.
- 5-8—National Council of Teachers of Mathematics 39th annual meeting; Chicago, Ill.
- 6- —Commission on Educational Policy; Burlingame
- 6- —Central Section board of directors; Asilomar
- 6- —Classroom Teacher Presidents Committee, NEA Relations Commission; Asilomar
- 7-8—STATE COUNCIL OF EDUCATION; Asilomar
- 7-8—Commission on Higher Education, Personnel Standards Commission; Asilomar
- 8- —Central Coast Section board of directors; Asilomar
- 8- —CTA Board of Directors; Asilomar
- 8- —California Scholarship Federation southern regional conference; Long Beach State College
- 13-15—California Council on Teacher Education spring conference; Miramar Hotel, Santa Barbara
- 14- —Northern Section budget committee; Sacramento
- 14-15—CASCD bay section meeting; Rickey's Studio Inn, Palo Alto
- 14-16—California Aviation Education Assn. annual conference; Long Beach
- 15- —Northern Section board of directors; Sacramento
- 15- —Southern California Junior College Assn. spring meeting; Chaffey College, Alta Loma
- 15- —California Scholarship Federation northern regional conference; Ukiah Union HS, Ukiah

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MERIT RATING . . .

(Continued from page 7)

such a degree that salary differentials can be based on them? Regardless of the claims of individuals who should know better, the answer to this question is not now known.

One difficulty is that the results of teaching are spread over a long time span. The most valuable contribution a teacher makes to the development of a student may have significant effects years after the student has finished his formal schooling. Another difficulty to be solved arises from the fact that teaching is a team job. Students have many teachers under many conditions, and the effect of any one is hard to single out. Probably the most serious difficulty is that the quality of teaching in any situation must be judged in terms of the educational purposes the teaching is meant to serve. As these purposes vary, the same teaching may well receive varying ratings, regardless of how reliable the rating system is.

Probably these difficulties are not insurmountable. Good teachers stay in the profession for many years. Short and intermediate range effects of teaching can perhaps be assessed long before the teacher retires. The effects of outstanding teaching may be so marked that it becomes easy to separate them from the influences of other instruction.

Educational goals can be agreed upon and clearly stated to the teachers of a school district. The technical details of merit rating probably do not represent an unbridgeable chasm, either. Raters can be trained to give reliable ratings once educational purposes are clearly defined. Additional administrative and supervisory staff can be employed so that adequate observation of teaching can be recorded. Appeal procedures and review committees can be set up. Supermaximums based on recognition of outstanding merit can be provided without complicating basic salary schedules.

Yes, it appears that merit rating can be made respectable. But the means of doing it are obviously expensive. Most school districts do not have the financial resources to employ these means. And those districts that do, if such exist, may well ask whether or not the same amount of money applied to improvement of current programs might not result in greater benefit to students.

—GARFORD G. GORDON
CTA Research Executive

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A list of over 1,000 organizations needing help this summer, name and address of employing official, positions available, and salaries offered is contained in the new 1961 Summer Employment Directory. All of these employers want applications from teachers. The price of the directory is \$3.00; there is no other cost to teachers.

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Please send me the 1961 Summer Employment Directory No. 19. I enclose \$3.00.

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LARGE DISTRICTS...

(Continued from page 9)

strips, pictures and materials for making a large variety of teaching aids.

Also in proximity to the teacher's classroom are ample supplies and a large workroom, as well as an adequate assortment of audio-visual equipment.

The program can be enriched with a wide variety of study trips.

Opportunity for Professional Growth

Teachers are motivated and stimulated by exchanging ideas with teachers from other suburban districts. Meetings of many kinds are relatively easy to arrange, such as grade level meetings, inservice training programs with outstanding authorities as leaders, meetings of teachers of particular subjects such as science, English, mathematics, and languages.

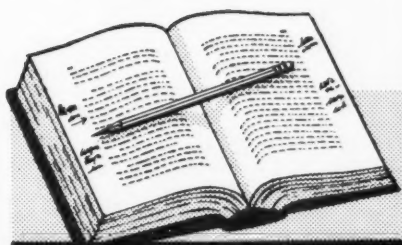
Universities and colleges are close by so that it is relatively easy for teachers to better prepare themselves and qualify for advanced degrees and credentials. It is appropriate to mention that school districts recognize the importance of such training in their requirements for advancement on the salary scale.

Cultural and Recreational Advantages

The teacher working in or near one of our large cities enjoys the unique advantages of metropolitan living. He is conveniently near many activities, both educational and recreational. Being near a cultural hub provides the teacher the opportunity to benefit from a stimulating, up-to-date environment. Good musical productions, operas, and fine plays are all within easy distance as well as parks and other recreational facilities.

Greater Personal Freedom

The teacher living in an urban or suburban location will probably avoid the "goldfish bowl complex." He will be able to live a normal life free of undue outside community pressures. Every teacher has a right and a responsibility to live as any good American citizen. He should be able to join in those activities of his own interests without being the target of constant public observation and comment. There is opportunity for the teacher to participate in community activities and have close friends, yet at the same time the teacher is much freer from petty community criticism. ★★



Notes in the Margin

FIRST annual report of the Foreign Policy Association-World Affairs Center is in form of a compact kit containing brochures and lists. School libraries should have the kit, since it will provide the teacher with a handy guide to materials and services available in this area. Report not only tells the story of FPA-WAC, but stresses the role of voluntary organizations in helping to build alert and informed public opinion. FPA-WAC is at 345 E. 45th St., New York 17.

Winter 1960-61 edition of D. C. Heath's *Packet* contains its usual well-written and informative materials for the teacher, including

SUGGESTIONS
we hope prove helpful

Rhythm Band Instruments

Easy how-to by Rosalyn D. Wallace
in *Virginia Journal of Education*
to establish or augment your own rhythm band



Drum—rather big, clean, empty drum (had from garage). Top is piece of old inner tube secured with baling wire.



Drum—muslin laced over ends of coffee can. Shellack muslin ends 3 times.



Tom-Tom—tympani drum head, softened in water and laced with twine over the ends of coffee can. Let dry, then shellack lacings.



Tambourine—drum head held in embroidery hoops. 6 bottle caps, flattened and attached to rim by 3 tacks.



Cymbals—tops of 2 coffee cans. Hammer edges flat. Bolt on spools for handles.



Plate Shaker—2 paper plates laced together with dried corn in between.



Cup Shaker—paper cup with dried corn in it.



Cappo—bottle caps with holes punched, strung on a wire hanger. Twist wire together; caps move easily back and forth.



Bells—3 bells sewed on circlet of ribbon.



Clothespin Whackers—2 bottle caps, one flattened, one regular, tacked to clothes pin.



Toothpowder Shaker—red painted toothpowder can, filled with dried corn.



Maracas—2 old light bulbs covered with thin strips of paper towel. Paste on 5 layers; allow to dry. Then break bulbs by hitting on cement. Broken glass makes rattle.



Jingle Sticks—2 dowels 12" long. 2 flattened bottle caps tacked on end of each.



Rhythm Sticks—2 dowels 12" long, painted red.



Sand Blocks—2 blocks of wood 3"x3"x4". Sandpaper thumbtacked along the thin edge.



Wood Blocks—2 blocks of wood 3"x3"x4"



Picket Fence—flat board with 8 clothespins nailed on upside down. Dowel used to play up and down "fence."



Triangles—6" nail, hung from string. 3" nail used as striker. Other triangle made of bent metal piece.

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MAIL TODAY!

an article by Ralph C. Preston, professor of education and director of the reading clinic at University of Pennsylvania, titled *A Look at Polish Education*. Dr. Preston went to Germany in January 1959 as a Fulbright research scholar to undertake a comparative study of reading achievement of German and American children.

Again for the educator on affairs abroad: *Introduction to India*, published by American Association of University Women. Author is Beatrice Pitney Lamb, who has studied India since 1949 when she visited there under a grant from the Carnegie Endowment for International Peace. Mrs. Lamb has lectured on India and given courses at New School for Social Research and New York University. Booklet reviews principal facets of Indian life and the fundamental economic, social and political questions which concern that country. \$1.00 from AAUW, 2401 Virginia Avenue, N.W., Washington 7, D. C.

New American Library has issued revisions of two paperback books by David Cushman Coyle: *The United States Political System and How It Works*, and *The United Nations and How It Works*. The former provides an easy-to-read analysis of the day-by-day, agency-by-agency functioning of the national, state and local political systems in this country. The UN book presents an analysis of UN operations, explaining structure of UN Charter and such organs as the General Assembly, Security Council and Economic and Social Council.

New publication from Association for Higher Education (NEA) is *The Capital and the Campus*, a summary of the first Washington seminar for college and university presidents. Federal-college relationships and the impact of the federal government on higher education are covered, as well as programs in engineering, international education, NDEA activities and educational research and statistics. Material was summarized by J. Merton England. 50c from AHE, at NEA, Washington.

Recent USOE publications touching on higher education include:

—*Student Financial Aid in Higher Education*, an annotated bibliography. (OE-53006) 35c.

—*Advance Planning to Meet Higher Education Needs*, recent state studies 1956-1959. (OE-53007) 30c.

—*Study Abroad, No. 6 in New Dimensions in Higher Education* (OE-50014).

Other USOE publications newly available:

—*Education in the United States of America* (OE-10006) 50c.

—*Organization and Effective Use of Advisory Committees*, trade and industrial education series. (OE-84009) 30c.

USOE publications should be ordered from the Superintendent of Documents, U. S. Govt. Printing Office, Washington 25, D. C.

An easy-to-read book is *Get More Sense Out of Your Dollars by Understanding Everyday Economics*, by Peter Yacyk. Intended to smooth the path of the student about to embark on a study of economics, the book covers such topics as You and Everyday Economics, You and Our Marketing System, Freedom of Enterprise, What is Capital? and Basic Business Organizations. Offset produced from typewritten copy, 8½x11 format. \$1.75 from the author at Ridley Twp. Senior High School, Box 23, Folsom, Penna.

SCIENCE

New newspaper for senior high school sci-

ence and math classes is *SCIENCE and MATH WEEKLY*, published by Wesleyan University, Middletown, Conn. Scheduled publication is 32 weekly issues during the school year. Teachers receive free desk copy, together with Teacher's Editions with class orders. Cost per student, 50c per semester in class orders of ten or more copies. Subscriptions and inquiries to *SCIENCE and MATH WEEKLY*, Education Center, Columbus 16, Ohio.

Latest publications in the Fearon Science Education Series are:

A Trip to the Moon, by John Sternig; *Hawaii, Its Living Resources and Science Experiences*, by Kent Friel; *Insects*, by Carl D. Duncan; *Trees*, by Arthur H. Nelson; and *Seeds*, by Grace C. Maddux. Twenty-four pages to each book, 75c each. Order from Fearon, 828 Valencia Street, San Francisco 10.

Some interesting books are currently available from Sterling Publishing Company, 419 Fourth Avenue, New York 16. Write the publisher for descriptive literature on: *The Microscope and How to Use It*, by Dr. George Stehli; *101 Mathematical Puzzles*, by Reinfield and Rice; *How to Use the Arithmetic You Know*, by Mott-Smith; *How to Use Algebra in Everyday Life*, by editors of Sterling; or *Electronics for Children*, by Gabriel Reuben.

ART

CASCD (California Association for Supervision and Curriculum Development) has published a number of excellent books for teacher use. Latest in its series on art education is *Creative Experiences with Paper, Art Book 4*, covering early uses of paper, ways of working with paper, materials and guidance and planning the program. \$3.00.

Another book in this field is *Art for Young America*, hardcover book published by Chas. A. Bennett Co., of Peoria, Illinois. \$4.72. Other new books from Bennett are: *Home-making for Teenagers, Book I*, \$4.60; *Industrial Arts Woodworking*, \$3.96; *Workbook for Industrial Arts Woodworking*, \$1.00; and *Advanced Woodwork and Furniture Making*, \$4.16.

A new English series, with 1961 copyright, comes from Laidlaw Brothers, with publication of *Using Good English Series*, for kindergarten through grade nine. Authors are Harold G. Shane, professor of elementary education and dean of the school of education, Indiana University; Florence K. Ferris, former teacher of English in Ohio and Wisconsin schools; Mary York, general consultant in St. Louis Public Schools; and Edward E. Keener, former asst. supt. of schools in Chicago.

—V.L.T.

PRACTICES AND TRENDS IN SCHOOL ADMINISTRATION by Emery Stoops and M. L. Rafferty, Jr. Boston: Ginn and Company, 1961. 558 pages. \$7

This book is a general survey of school administration and its present-day problems. The focus is primarily upon the work and responsibilities of the superintendent. Very little space is given to the work of principals and other personnel whose responsibilities do not extend over an entire school district.

The book places heavy emphasis on the human relations aspects of administration. One of the major sections is devoted to personnel administration, but the personnel aspects of administration are constantly referred to in all parts of the publication. However, attention is paid to all of the traditional fields of

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administration—finance, buildings, public relations, and so on.

The title of the book is appropriate. It is, to a marked degree, a general survey of the state of administration at the present time. One of its most interesting and useful features is the summary of trends with which each chapter, except the first and last, is concluded. While not all readers will agree that the trends listed actually exist in every case, their presentation is challenging. Usually sufficient supporting discussion is presented to enable the student to evaluate for himself the probability of the authors' predictions being correct.

The great weakness of the book is its tendency to hasty and superficial treatment of many topics. It is true, of course, that any book that attempts to cover the entire field of school administration must either do this or be encyclopedic in size. However, the speed with which some topics are covered in this volume is emphasized by the jerky newsletter type of writing employed in some of the chapters.

On the other hand, the book has some features which make it recommended reading for those interested in the general field of school administration. The chapter on county offices is one of the best treatments of this often neglected administrative field that has come to our attention. The chapters on personnel administration also deserve special mention. The discussion of certification, salary scheduling, and evaluation are particularly good.

Throughout the book the authors attempt to discuss the problems of non-certificated personnel along with those of teachers. Except in a few instances, this attempt must be rated only partially successful. In most chapters the emphasis is clearly on certificated personnel and the material on classified problems is in the nature of an appendix. The authors' recognition of the importance of classified jobs is good, but the book cannot be said to give a complete treatment of them and their ramifications.

One of the refreshing aspects of the book is its recognition of the place of business administration as a means to an end. The authors frankly recognize that record keeping and other paper work have gotten in the way of education in many instances. Their emphasis on budgeting as an expression of an educational plan, rather than a purely fiscal procedure, is to be commended. So is their provocative chapter on the use of business machines by school districts.

—GARFORD G. GORDON

ENGLISH IN THE SECONDARY SCHOOL, by Edwin H. Sauer. Holt, Rinehart and Winston, New York. 245 pp., \$3.75.

From time to time (alas, all too rarely) one comes across a book in the field of education which is really a joy to read. Dr. Sauer's *English in the Secondary School* is such a book. It is delightfully written with a light but sensible touch, and manages to be lucid, stimulating and provocative at the same time. The sophistication is properly kept in place, and the occasional examples of dogmatism (e.g. on page 31, "Johnson's words [in the Preface to his *Dictionary*] are as final a dictum on the folly of attempting to regularize a language as teachers of English can need" . . .) are gen-

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erally unobjectionable. Even though his description on page 137 of English as "the best of all possible languages" would seem to imply that the best language need not be the most logical, this *amour propre* is surely justifiable in the context.

The book is divided into two principal parts, on the science and art of language respectively. Sauer explains in the Preface that he has made "an effort to see the many activities in English as *one* subject," and to do him justice he has largely succeeded. I say *largely* because I am not fully convinced that some areas that the author includes under the title of "Science" are really part of science in the modern sense. For example, chapter eight, "The Revival of Rhetoric" seems to me more suitable for inclusion under "The Art of Language," but to press this and some similar points is to cavil.

The chapters entitled, "Writing Is For All: A Practical Program," "Verbal Dishonesty," "The High School Literature Program Reconsidered" and "Teaching the Gifted Child in English" seemed to be especially helpful.

The appendix, a selected reading list for high school English classes, is carefully and thoughtfully compiled, and there is a useful although not comprehensive index. For an intellectually sophisticated and highly articulate treatment of English in the secondary school, I know of no better book available at present than that of Edwin Sauer.

DAVID GREENWOOD
—U.C.L.A.

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THE PROCESS OF EDUCATION, by Jerome S. Bruner. Cambridge. Harvard University Press, 1960. 97 pp., \$2.75.

This slim volume is one of the current crop of thoughtful books resulting from the deliberations of scholars rather than from educational research. It is the fruit of a ten-day conference called in the fall of 1959 by the National Academy of Sciences to consider urgent educational problems.

The 34 participants, including ten psychologists, nine scientists, six mathematicians, three educationists, and a scattering of others, arrived at no dramatic new discoveries, but their conclusions underline four basic premises:

1. There is need for experts in each field to structure the curriculum to insure the teaching of significant principles. Presentation of basic principles eases the problems of learning, retention, and transfer.
2. There is need for introduction of basic concepts of various subject fields at an earlier age. Any subject may be taught to any person at any age if it is properly simplified and presented as a way of thinking.
3. Informal spontaneous thinking must be encouraged, guided by the learned principles but not enslaved by them, thus encouraging the shrewd guess and the fertile hypothesis.
4. It is necessary to find more generally effective ways to kindle student interest in learning *per se*.

These premises add up to the conviction that scholars can contribute to making the educational process more effective, largely by setting up conditions that emphasize education as a process rather than as a collection of facts.

Imaginative teachers may be especially intrigued by chapter four, which considers how to stimulate creative thinking, or, as it is sometimes referred to, intuitive thinking.

Here is another articulate expression of the seeking for more substantial quality instruction, not through a return to rote teaching, but by the thoughtful improvement of such "progressive" emphases as attention to individual students, encouragement of creative thinking, and concern for motivation.

—DONALD W. ROBINSON

NOTICE OF INCREASE IN DUES STUDENT CALIFORNIA TEACHERS ASSOCIATION

Pursuant to Subsection 1d of Article V of the CTA By-Laws, notice was given at the December, 1960 meeting of the State Council of Education of a proposal to increase the annual dues of each member of the Student California Teachers Association from \$1.50 to \$3.00 effective for the calendar year 1962. Notice is hereby given that this proposed dues increase will be acted on at the April, 1961, meeting of the State Council.

ARTHUR F. COREY,
State Executive Secretary

Bouquet On Ed-TV Issue

Dear Mr. McKenney:

I have just had an opportunity to read your January, 1961 issue and want to congratulate you on the very useful and common sense treatment of instructional television.

Your Journal has done a useful job of illuminating one of the important frontiers of education. The articles describing specific experiments convey a much more realistic understanding of how this medium is being used and can be used than do the many articles which deal largely in abstract generalizations. Arthur Corey's editorial provides an excellent introduction to the issue and gives emphasis to a very important point—the need to improve evaluation throughout education.

—PHILIP H. COOMBS
Educational Director, Ford Foundation
New York

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CTA Journal, March 1961

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editorial postscript

WORKING CONDITIONS for teachers is the subject of a few specific recommendations by the Citizens Advisory Commission to the Legislature's Joint Interim Committee on Education. The ubiquitous annoyances of the teacher's life should be recognized—and it is unfortunate that the number of items under this heading in the report could not have been greater.

Briefly, these four recommendations in the report cover working conditions:

- Districts should prepare a statement of policy on discipline.
- A study should be made of problems in handling disciplinary cases.
- Interruptions of classroom teaching should be held to a minimum.
- Extra-curricular activity should not interrupt instruction.

It is a commentary on the social conditions of our times that the Commission emphasized student behavior—as though misbehavior were the most frustrating and annoying hazard the teacher must face. This may be tragically true; such studies as that reported in the November issue of *California Journal of Ed-*

ucational Research confirm that student behavior and attitudes toward learning are a major source of teacher job dissatisfaction.

Separately, under the head of *Class Size and Teacher Load*, the report states: "Local districts (should) consider reducing administrative expense, adult education, non-academic subjects, and extra-curricular activities and endeavor to reduce class size in elementary schools to not more than 25 pupils." That this recommendation is controversial is indicated in the record that seven members of the commission voted against it.

As Ken Brown has indicated in introductory remarks for this issue, the terms "load" and "working conditions" can be both ambiguous and complex. Load may mean overlarge classes, too many classes, too much clerical work, too many extra-curricular functions and non-teaching assignments, and inappropriate subject assignments.

More money for schools will not solve all the problems of teacher load—but it would help. Reducing class size normally involves hiring more teachers—and that requires a boost in instructional budget.

PLANT UTILIZATION, a problem ably illustrated by Mrs. Kerwin in this

issue, must entail the teacher's employed time. After abortive attempts by taxpayer groups to force consideration of the four-quarter system on some communities, it is encouraging to note that the Sequoia committee, after an exhaustive three-year study, found the present nine-month schedule, with summer school, to be educationally the most rewarding.

The Whittier experience with the so-called "11-month school," described in last month's *Journal*, may provide a clue to the question of all-year employment. Judging from enthusiastic endorsement by the staff at Whittier, teachers everywhere may prefer to be employed 200 or more days a year. Spot checks in the past have never provided a satisfactory answer to this question.

CTA's Salary Schedules and Trends committee requested the Commission on Educational Policy to write a statement on summer school and it produced the policy position adopted by State Council in December 1959. The final words in the 10-point criteria are: "Salaries paid to teachers (should be) proportional to the regular annual salary paid." The committee had judiciously implied that any extension of the school year should be accompanied by increased salaries. —J. W. McK.

Teacher Talk



These quotes represent divergent views which might be heard in any faculty lounge—on the theme suggested by this Journal issue. They are written each month by Donald W. Robinson, teacher at Carlmont high school, Belmont.

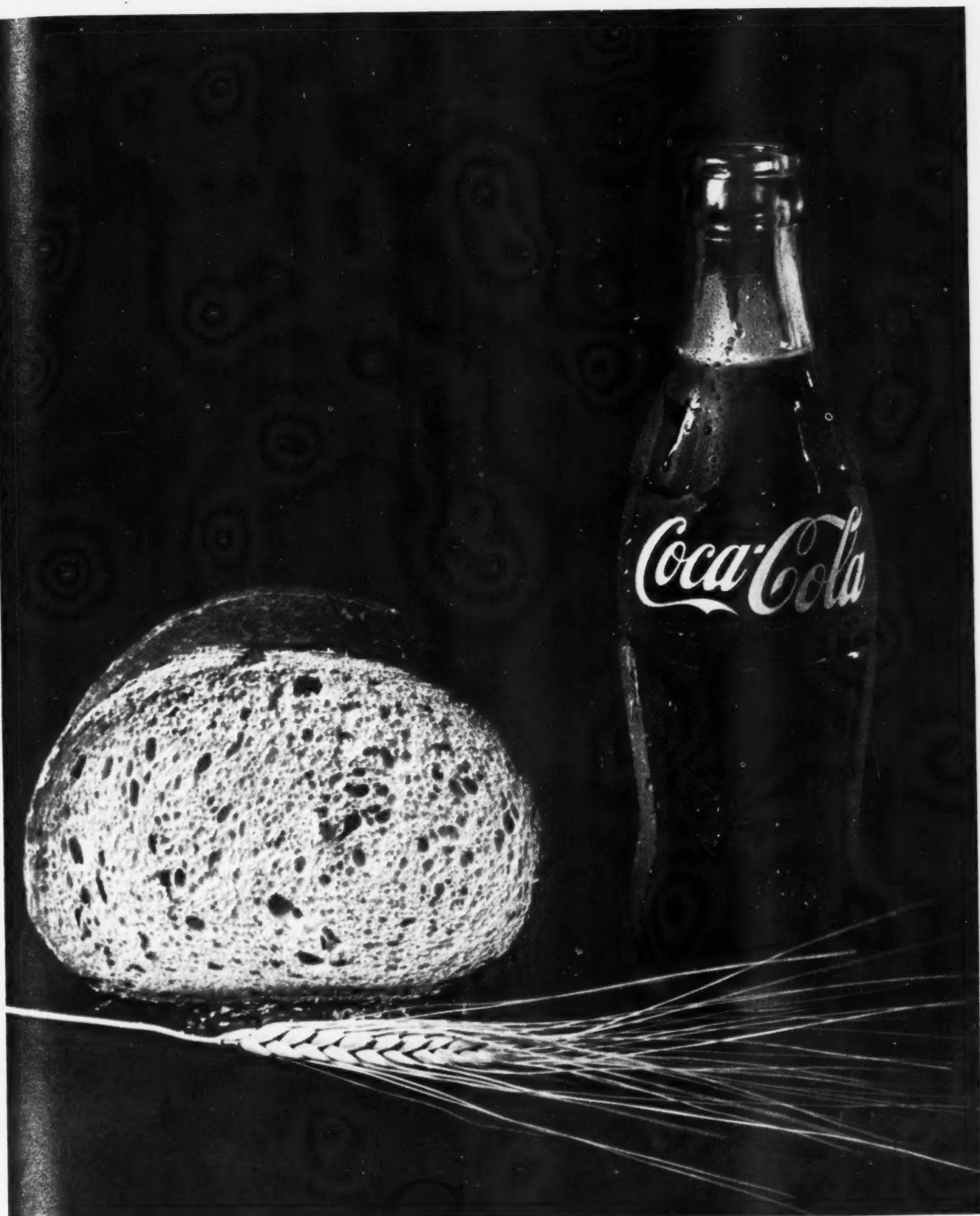
"We've never had merit rating connected with salary schedules before. What's different now? Why are we bombarded with all this incentive pay talk? First the critics complain that teachers have lost the dedication that made them teach for the love of it, and in the next breath they say the only way to get good teaching is to impose a schedule that implies that teachers will strive to be good teachers only if they are promised more pay than the average teacher. Would you want to teach under that kind of schedule?"

"I can't say, Joe. How can I say I'm for or against a plan before I see the plan? Who will select the superior teachers? How much salary difference will separate the two groups? Can all teachers qualify for merit pay? I'll stick my neck out and say I'm for merit pay in principle. But in practice? Let's see the plan first."

"Even in principle, how can you defend salary differentials for public employees? I don't hear any great clamor for merit salaries for congressmen, or for judges, or for any other public employees. Why pick on teachers? Besides, how can you ever determine merit in teaching? Some teachers think I'm the lamest thing that ever stepped into a classroom, while a few may think I'm tops, and most wouldn't dare to pass judgment—on me or any other teacher. You just can't say one teacher is more effective than another."

"How can you say one student is qualified to be admitted to the teacher education program? And qualified to be graduated and granted his credential? If we can make these judgments about a person before he has even had a decent chance to demonstrate his abilities, then surely we can judge the quality of experienced teachers. How do we decide which teachers are competent to be hired by this district? And which ones are strong enough to be granted tenure? These decisions are based on judgments of merit, aren't they?"

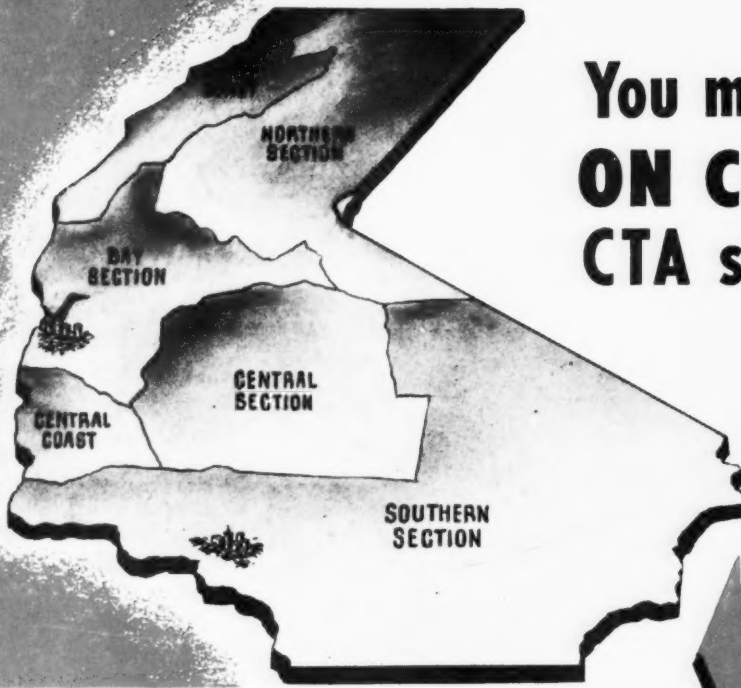
"Yes, and some of them are pretty lousy judgments, too. Just because we must make some judgments of abilities in order to assemble and retain a faculty is no reason to welcome an unnecessary and undesirable extension of merit rating into the salary problem. Salary schedules are tough enough to administer without inserting merit problems. Besides, you know who hates and fears merit rating more than anyone else? The principals! Because they would have to make more of these judgments—and live with their mistakes. If you don't give a man tenure you don't have to live with him any more. If you don't give him a merit raise you do. George is welcome to the principal's job, even without merit rating. With it, even George would quit."



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